

*the* *Magazine for the Christian Home*  
**Hearthstone**

BERKELEY BAPTIST DIVINITY SCHOOL  
SANDFORD FLEMING LIBRARY



- **Parents Must Stand Together - Margaret Goff Clark**
- **The Art of Being Grateful - Edna M. White**

**NOVEMBER, 1955 - 25c**



# The *Magazine for the Christian Home* Hearthstone

E. LEE NEAL, *Editor*

SUE H. WOLLAM, *Assistant Editor*

JOY GHIGLERI, *layout*

## Contents

### ARTICLES

The Art of Being Grateful . . . . .	Edna M. White	2
Parents Must Stand Together . . . . .	Margaret Goff Clark	4
Look About You . . . . .	Anna Laura Gebhard	7
Are Children Necessary? . . . . .	Ruth M. Clow	12
Teaching Them to Love God (Study Article and Guide for Parents' Groups) . . . . .	Marge Frank	22
Youth at Worship in the Home . . . . .	Richard H. Rice	26

### FICTION

"If I Cry a Little . . ." . . . . .	Helen J. Reichenbach	8
Story for Children Peter Pays His Debt . . . . .	Julia M. Wolfe	18

### FEATURES

The World at Your Front Door . . . . .		1
Thanksgiving Decorations . . . . .	Louise Price Bell	14
Two Terrific Party Ideas: Have an Indian Powwow Party . . . . .	Loie Brandom	16
Let's Have a Bow-Wow Party . . . . .	Chloe Random	17
Worship in the Family with Children . . . . .		19
Biblegram . . . . .	Hilda E. Allen	25
Family Counselor . . . . .	Donald M. Maynard	29
Books for the Hearthside . . . . .		31
Over the Back Fence . . . . .		32

COVER: photograph by Cy LaTour and Son

Published Jointly Each Month By

#### Christian Board of Publication

WILBUR H. CRAMBLET, *President*  
Beaumont and Pine Boulevard  
Box 179, St. Louis 3, Missouri

#### The American Baptist Publication Society

LUTHER WESLEY SMITH, *Executive Secretary*  
1703 Chestnut St., Philadelphia 3, Pa.

Vol. 7

#### Editorial Committee

Glenn McRae, *Editor-in-Chief*  
Jessie B. Carlson, *Children's Editor*  
Ray L. Henthorne, *Youth Editor*  
Sherman Hanson, *Assistant Youth Editor*  
E. Lee Neal, *Adult and Family Life Editor*  
J. D. Montgomery, *Director Family Life*

No. 11

Benjamin P. Browne, *Director Christian Publications*  
Marian Brawn, *Children's Editor*  
Elizabeth Tibbals, *Assistant Children's Editor*  
Lawrence Fitzgerald, *Youth Editor*  
Robert G. Torbet, *Uniform Lesson Editor*  
Francis E. Whiting, *Adult Editor*  
Joseph J. Hanson, *Director Family Life*

Entered as second-class matter at the Post Office at St. Louis, Mo., under Act of March 3, 1879. Additional entry at Philadelphia, Pa.

All books and printed matter referred to in *Hearthstone* may be ordered from either publishing house. All prices are subject to change without notice.

The Scripture quotations are from the Revised Standard Version of the Holy Bible, copyright by the Division of Christian Education of the National Council of the Churches of Christ in the U. S. A., 1946, 1952. Used by permission.

Price, 25 cents per single copy; five or more copies to one address, 20 cents each (60 cents per quarter); single subscriptions, \$3.00 per year.

Copyright 1955 by the Christian Board of Publication and the American Baptist Publication Society

Printed in St. Louis, Mo., U. S. A.



"What? Don't tell me that *Hearthstone* has changed assistant editor again!" you may say if you look our masthead page. No, *Hearthstone* hasn't changed hands—it's only name that's changed. By the time you receive this issue of *Hearthstone*, I will have "tied the knot," as they say in the vernacular. That, of course, involves changing one's moniker (if you happen to be a member of the female gender).

### Under a Bushel

Haven't you known talented people who refuse to use their talents? May you know a woman with a beautiful singing voice who won't sing for special events because she is "too busy." Or a man who is an excellent carpenter but turns a deaf ear to the church's cry for library shelves because he "just doesn't seem to have any time." I could go on and on. Perhaps you are guilty of hiding your talents under a bushel where they are not benefiting you or anyone else. God gave you talents, not to hide, but to use every day to make others happy. Are you using your talents? If not, better get them out from under the bushel. They'll disintegrate there!

**What's Here?** It's difficult for many of us to show gratitude when people do kind things for us. Gratitude is an art which must be cultivated. We think that you'll find "The Art of Being Grateful," by Edna M. White, a very worthwhile article to read.

"Are Children Necessary?" This may have a very obvious answer to you. "Of course children are necessary! Marriage isn't complete without them!" you say. But do you let your children know this? Do your children know that you think of them as very necessary, do they feel that they are "in the way?" "Are Children Necessary?" by Ruth M. Clow, is an article which should make you think.

If you are in the mood for some jolly "ripsnortin'" parties, then *Hearthstone* has a real treat for you this month. We have two party suggestions—"Have an Indian Powwow Party," by Loie Brandom and "Let's Have a Bow-Wow Party," by Chloe Random. Both parties are guaranteed to give your guests a memorable evening.

**What's Coming?** Soon you'll be receiving your last issue of *Hearthstone* for 1955. It's full of Christmas features—"A New Kind of Christmas," "Make Your Own Christmas Annual," "Synonymism of the Evergreens," and many others.

Be seeing you.

S. W.



# THE WORLD

## Build Refugee Village Near Saigon

New York—Church World Service is co-operating with the Vietnamese government in building a new village about 100 miles north of Saigon to house some 250 Protestant families fled the Communist-controlled Viet Minh (northern Indo-China).

The village will be the first of its kind in the world. The Vietnamese government is providing the materials, C.W.S. and other relief agencies, the tools and supplies, and the refugees themselves, the labor and the building.

The village has been temporarily named *Cha Hoa Binh* (Peace), and in addition to homes it will eventually have a church, school, clinic, and community house. Most of those who have settled or will settle there have been living in camps or in makeshift bamboo shacks just outside Saigon. Although not intended as a settlement exclusively for Protestants, the great majority of the families that have been selected for admission are Protestants. Other similar camps are being planned for nearly a million refugees from Vietnam. Of the total about 800,000 are Roman Catholics and about 30,000 are Protestants.

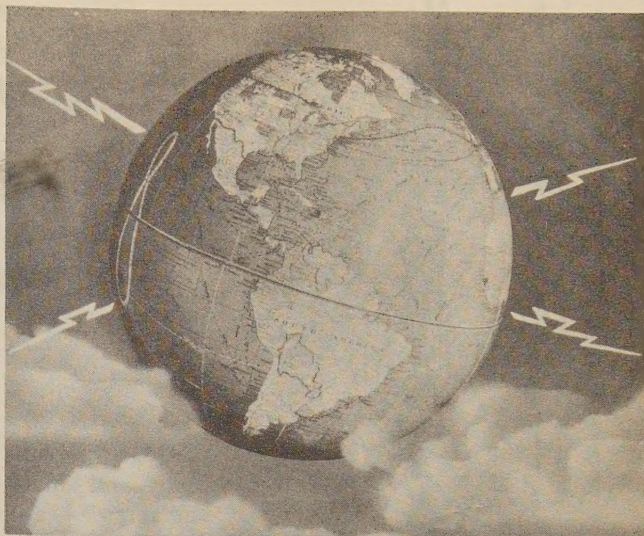
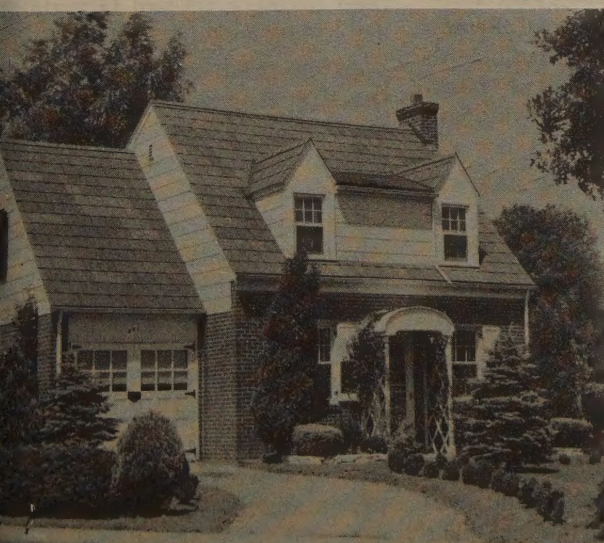
## Citizens Hear Juvenile Cases

Charleston, W. Va.—Judge Herbert W. Richardson of Kanawha County Juvenile Court has come up with a unique way to drive home the problem of juvenile delinquency. He has ordered twenty-five summonses handed to leading Kanawha County citizens, including merchants, lawyers, teachers, ministers, and physicians. They were requested to appear in court to hear cases that day involving youthful offenders.

Judge Richardson gave the panel of citizens front row seats and permitted them to question the delinquents.

The jurist said he plans to subpoena at least four representative groups of twenty-five citizens each in the hope that this will center community attention on the problem.

—H. Armstrong Roberts



—H. Armstrong Roberts

## ● Criminals Called "Fugitives from God"

Chicago—Judge Julius H. Miner, of Circuit Court, says that criminals are "fugitives from God" and that America needs desperately a great religious revival to combat both adult and juvenile crime.

"Criminals are not born," he said. "They are reared in an era which has discarded morality. They are victims of spiritual starvation. Irreligion has obviously become the major contributing factor to our national juvenile crisis."

Judge Miner, an authority on divorce and crime problems, said parents and the home must play major roles in combatting lawlessness. "Religion is a vital factor in happy homes," he asserted. "Love of God holds the family steadfast. A home built on religious concepts is a fortress against crime. We go in to church wavering, and go out strengthened and inspired. Home training can never offer an adequate substitute in the religious education of a child for the planned instruction of the Sunday church school."

The jurist said that many leading citizens, including ministers, are apathetic toward the crime problem and "there is a woeful lack of constructive direction in family and youth problems. What an opportunity for all faiths to launch a crusade on a nationwide scale to lead all our people to God and prayer!"

## ● Religious Liberty Violations Reported

Geneva, Switzerland—Almost half the complaints of human rights violations received by the United Nations in twelve months concerned infringements of religious liberty. The U.N. Human Rights Commission disclosed that of 5,982 complaints, 2,740 charged violations of religious liberty. Such complaints are never published.

The commission expressed gratification at the large measure of agreement reached by non-governmental organizations in the anti-discrimination conference sponsored here by the U.N. It expressed the hope that continued consultations would hasten the eradication of prejudice.

# AT YOUR FRONT DOOR



# The Art of

SOME persons express thanks easily and sincerely. Others seem embarrassed and awkward when etiquette requires them to show gratitude for a gift, or for a service rendered. They delay writing thank you notes, or sound cold and casual when they acknowledge a gift.

A child who accepts a toy and darts away to play with it without saying "thank you" is not very popular with adults. Because of his omission he may receive fewer presents than another who cheerfully and graciously expresses appreciation to the giver.

Many adults are just as lax. A contestant on a radio program won a number of prizes, but turned to leave the stage without saying one word of thanks. The emcee prompted her gently by remarking, "I'm sure this happy lady is very grateful to our sponsors."

In most cases the failure to show appreciation is just plain thoughtlessness—a careless and selfish habit. Children can be taught—and adults can put into practice—the art of being grateful. Like any other desirable habit it can be cultivated and used to enhance charm of personality and to improve friendships.

A tiny girl learning to talk was heard in another room where she was playing alone. She was pleading softly and patiently—"please, please." Mother opened the door to see what was causing the child's distress.

The back of her dress was caught on a chair so she could not get away. Twisting and tugging, she was finally pulled loose and was free. Before scampering away she

turned gravely to the chair and said, "Thank you!"

Members of that family make practice of being polite. They serve and discuss at home the work of others who show gratitude in gracious manner. Calling attention to the charm of an admired individual, they watch for the gratefulness in speech, and sincere acceptance of kindness.

Thus, children learn to choose proper words to convey their appreciation, and to overcome embarrassment or awkwardness.

We can learn much about the art of being grateful from Oriental people. Politeness is an outstanding characteristic of those races.

A girl from the Philippines came to the United States to attend college. She seemed constantly to be grateful to the religious groups who paid for her transportation and sponsored her education. At every opportunity she expressed gratitude to individuals and public meetings. It was her joy to tell folks about the many loving gifts had brought to her life.

After graduation from college the girl returned to her home to become a teacher in various schools. For sixteen months she worked fourteen hours each day in crowded classes of the overcrowded schools. There she served more than ever the amazing results of her early love, as watched students making use of materials sent from one nation to another. Her heart was filled with thankfulness. It was her great joy to convey that spirit of appreciation to the family, for herself, and for others in her own



# Being Grateful

lives were made happy by variety of contributions.

Returning to the United States for further training, this worthy devoted much of the time in lecturing to the expression of and lasting gratitude for kindnesses. She thanked her teachers for making it possible for her to serve God, and her own people. She thanked them for helping her to learn how to serve, and for showing her new and better ways of doing it. She thanked them again for all that America is doing to raise social standards in the Philippines; for sending vocational teachers and agricultural and medical missionaries to help the people to better education, industry, and health.

She thanked individual groups for giving her books, clothing, medicine, and food. Through all these gifts she felt the spirit of Christianity and promoted such interest in her people.

Showing pictures of activities going on around Philippine schools and homes, this worker explained:

There is a group of boys cultivating the gardens raised from seed your Young People's school class sent to us. Shows ministers taking instruction from agricultural missions you helped to send, so they, in turn, may teach poor farmers in their local communities. These high school students are learning the use of man-made sprays to destroy insects on our vegetables and

herbs and fruits, worthy of notice by recipients.

In the same way we should recognize God's gifts to us, and thank him constantly for his watchfulness over our needs. "Ask, and you shall receive" is one of the most used themes in teaching the principles of Christianity. If rain is needed, we pray for it. If a loved one is ill, we pray for his recovery. Children are taught to ask God for help and guidance in making choices of action, in taking a difficult examination.

"Let us not forget to be thankful" should be urgently taught. When rain has broken the drought, are we quick to thank God for the response to our prayers? If the loved one recovers, do we remember to praise God for giving him new strength and for guiding doctors and nurses who cared for him. When a youth wins a scholarship as the result of diligent study, should he not remember the part God had in holding him to serious and steady thought?

(Continued on page 30)

By  
Edna M.  
White



ILLUSTRATED BY ANN HENNAUTH







# and

# Together

*Addressed to parents of teen-agers*

*By Margaret Goff Clark*

desirable" teen-age conduct, in 1951 formed the Parents' Council of Secondary Schools, and went into action. The work of this group is worth studying, as they well show Christian parents everywhere an effective approach to their problems.

Meetings were held, and parents talked together about the problems which were disturbing them. Referring to the history of the Parents' Council, the problems were chiefly late hours kept by teenagers, and problems created by youthful drivers, unattended parties, and the drinking of alcoholic beverages by young people. Other less universal problems were party crashing and a general disregard for signs and property of others.

The Council's aim was not arbitrary discipline or action. The Council sought to work out a satisfactory solution to both young people and parents. Hence, the teen-agers themselves were given an important part in the work of the Council.

Students were invited to make lists of situations which worried them or caused conflicts with their parents. Based on these student lists and the problems reported by parents, questionnaires were made and mailed to parents and students.

A workshop meeting, attended by student representatives, parents, school heads, guidance counselors, and professional workers in the field of child psychology, resulted in the questionnaires being studied.

Decided to publish a set of guiding principles to be used in the home by parents and young people.

As the booklet, *We Can Agree*, was printed and mailed to parents and young people in the co-operating schools.

It has proved so valuable that it has since been revised and printed in separate booklets for grades 7-9 and 10-12. Its use has spread far beyond Philadelphia where the pamphlet was first used.

*We Can Agree* at present is in use in forty of the eight states." Mrs. R. Douglas Milner, Chair of Public Relations of the Parents' Council of Secondary Schools, has reported.

Though this project was not officially connected with the metropolitan school district of Philadelphia, P. Hoyer, Superintendent of Schools of Philadelphia, said of the booklets, "The material impressed me as being so very worth while for the parents of

our young people that I agreed to the distribution, and we have made forty thousand copies of each of the booklets available to the parents of our children through the home and school organizations."

This vast distribution was made possible through the Food Fair Stores, Inc., which printed the revised editions of *We Can Agree* as a public service.

The conclusions reached in these booklets are worth the consideration of all parents of teen-agers. Here are a few of the points covered in *We Can Agree*.

(Prepared by Parents' Council of Secondary Schools, P.P. Box 261, Jenkintown, Pa.)

## General

1. Social activities of students should be confined to week ends and holidays.
2. Parents should know where, and with whom, their sons and daughters are spending their time while away from home.
3. Parents should check on the prompt acceptance or regret of invitations.
4. Repaying social obligations is important in the social development of young people.
5. Well-laid plans for a party are disregarded only by a rude guest. A courteous youth will follow the plans of the host.

## Family Co-operation

1. Sincerity and open-mindedness are important in the discussion of friends and activities. There may be good reasons for modifying or reversing an opinion.
2. Family plans should be organized so that: (a) necessary transportation of young people can be provided, and (b) individual members can be reached in case of emergency or change of plans.

## Home Entertaining

1. It is important that parents be at home and on call at all times when young people entertain.

## Home-Going Hours

	GRADES		
	7th	8th	9th
Formals		11:30	12:00
Informals	10:30	10:30	11:00
Home Parties	10:30	11:00	11:30
General Dating		10:30	11:00



## GRADES

	10th	11th	12th
Formals	11:00*	12:00*	12:00*
	12:00*	1:00*	1:00*
Informals	11:00*	11:00*	11:00*
	11:30*	12:00*	12:00*
Home Parties	11:30	12:00	12:30
General Dating	11:30	12:00	12:30

## Driving

1. Parental consent for the driving privilege should be based on young people's proof of ability to control themselves and the car. A healthy attitude regarding the rights and welfare of others is essential.

2. Trained instruction is urged.

3. It is the duty of parents to make certain that any car driven by their young people is in safe operating condition.

4. Young drivers should be expected to assume their portion of responsibility for the maintenance and appearance of the shared car.

5. Riders have a share in the responsibility for safe driving. Dares and jeers from riders have been responsible for more than one death.

## Drinking

1. No one has the moral right to serve any alcoholic beverage to other people's teen-agers. The adult who does so is directly responsible for any of the serious consequences which may result.

2. Young people should not feel that it is a disgrace to decline an alcoholic drink.

3. Young people should be informed that it is foolhardy to ride with a driver who is under the influence of alcohol, and should be encouraged instead to seek safer means of transportation.

Another booklet, *What About the Tween Age*, prepared by the Interschool Council of the Lower Merion School District (also a Philadelphia suburb), suggests standards for grades 6-9. It recommends daytime recreational activities for sixth graders and a curfew of 10:30 P.M. for general dating through the ninth grade.

How can you join with other parents in your community to help your teen-agers to a sane and moral way of life.

First, find a group of parents with whom you may work.

Your local PTA may provide a logical starting point. Here you have an already functioning contact with teachers and pupils. The National Parent Teachers' office will provide you with excellent printed materials on working with teen-agers.

Your church is another center where parents may get together on teen-age problems. Ministers and leaders of youth are anxious to help young people commit themselves to Christian ideals and cultivate Christian virtues in all their relationships.

If there is no ready-made parents' group available in your community, start one of your own! Contact parents of teen-agers on your block or get a list of the parents of your son's or daughter's classmates. Invite them to a meeting in your home or church or school auditorium. Explain your conviction that

there is a need for parents to work together to combat juvenile delinquency and the general laxness of behavior.

Next, gain the co-operation of the young people themselves through your school, Boy and Girl Scout and the young people's organizations in your church. If you plan to work out a code of conduct which teen-agers will respect, let them know that they will have a voice in its formation.

Mrs. A. H. Reynolds, Jr., who helped in the revision of *We Can Agree*, tells about the attitude of students after filling out questionnaires. "... the student body realized that we were trying to be of service to them by formulating a set of 'guiding principles' to help them and their parents with some of the teen-age problems. They no longer felt that we were trying to make some arbitrary rules in which they had had no part, and which would be entirely too strict."

The Parents' Council of Secondary Schools found, as you will, that with an open-minded and co-operative attitude not only can parents stand together, but their teen-agers are glad to stand with them.

## Acknowledgments

Parents' Council of Secondary Schools for permission to quote from "*We Can Agree*"

Philip U. Koopman, Superintendent of Schools of Lower Merion School District for his help in securing information and for permission to quote from "*What About the Tween Age?*"

National Congress of Parents and Teachers for booklets and pamphlets and the article, "Community Codes by Common Consent" by Evelyn Mills Duvall in the December 1954 "*National Parent Teacher*."

Mrs. R. Douglas Milner for the "Condensed Background History of the Parents' Council of Secondary Schools"

Louis P. Hoyer, Superintendent of Schools of Philadelphia

Mrs. A. H. Reynolds, Jr., and Rev. H. Victor Kane, minister of First Baptist Church of Niagara Falls, New York, for providing information

## WASTED LABOR



When her tot is outside playing  
Mother works without delaying,  
And her efforts, in a jiffy,  
Have the kitchen looking spiffy.

But her feeling of elation  
Is a briefly known sensation;  
It departs when, of a sudden,  
Junior enters, tracking mud in!

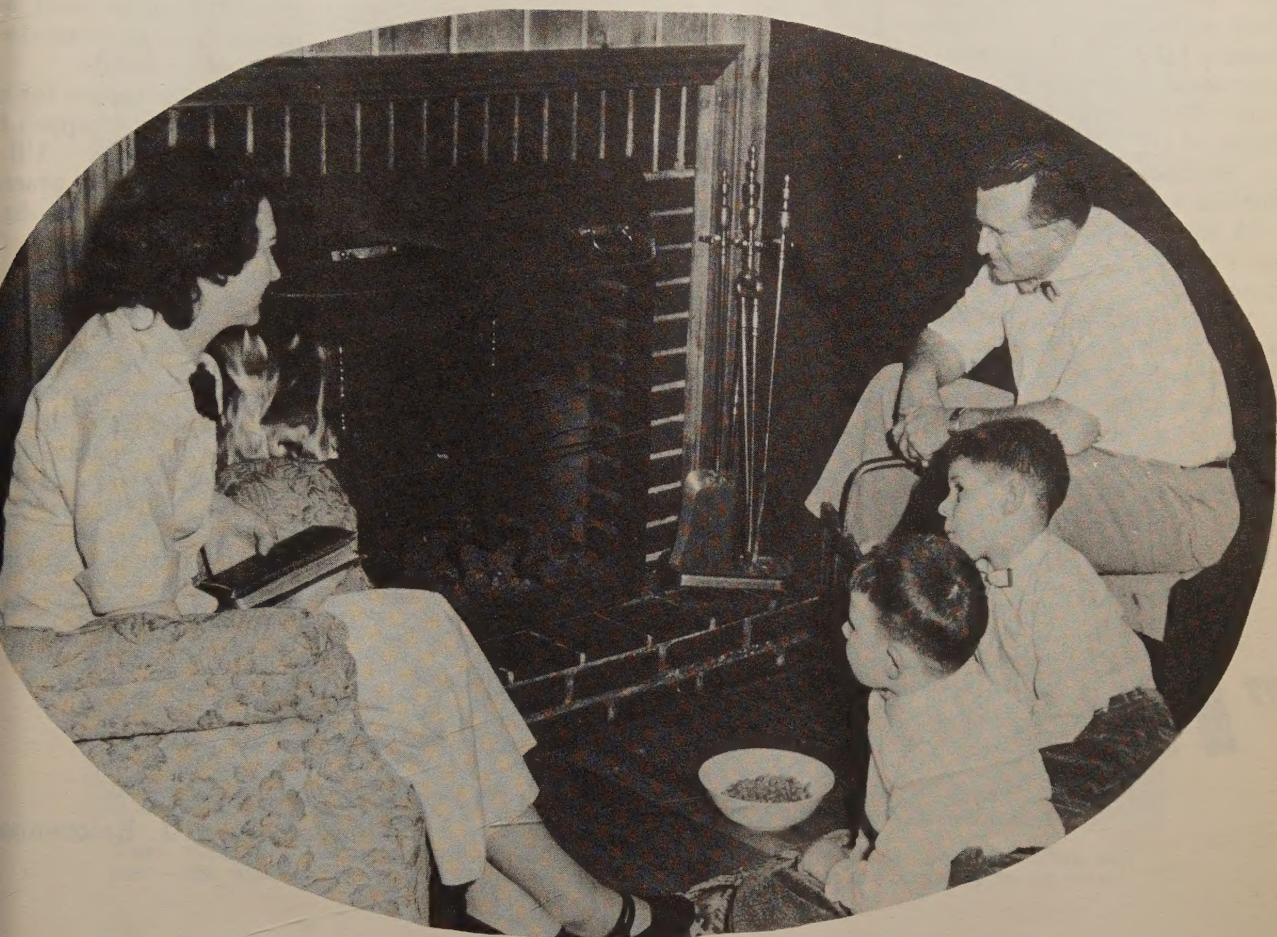
—Richard Wheeler

\*Determined by regulations in individual schools.



# Look about You

by Anna Laura Gebhard



*Clark and Clark*

**Fellowship in front of the fireplace can result in a moment of family worship.**

Family worship?" questions a young parent in surprise. "We go to church and see that our children go to church school regularly. Isn't that enough religion for a family?"

Your *daily* life is your temple and your religion," a modern prophet has said. *You* teach your child religion. The values which will give direction and purpose to his living are the values he sees exalted in his life at home, rather than those to which he may be exposed for a short hour inside the church on Sunday morning. He learns what is worthy from you. The words "worthy" and "worship" are brothers. "Worship" means to revere or show devotion for

what we consider to be of greatest worth or value. "The spiritual man is alive to all true value," Paul wrote to the Corinthians. Let's substitute "family," and read: "The spiritual family is alive to all true value." That means the seven-day-a-week-twenty-four-hour-a-day values which find expression in our attitudes, habits, and conversation at home.

How does a family become "alive to all true values"? That is where family worship comes in. Family worship is important because it is a means of communicating and interpreting our values to our children.

*(Continued on page 15)*



CLARA RAMSEY stepped back to admire the gleaming rows of glass jars on the neat, newspaper-covered shelves in her cellar. She took a few more from the basket on her arm and added them to the section marked *Tomato preserves*, ran almost loving hands along their still-warm sides, and pushed them a little here and there until they stood in perfect line with the rest. There now, except for the kettle of rich red fruit simmering on the back of the stove in the kitchen upstairs, she was finished with her yearly canning. It gave her a wonderful feeling of achievement, yet. . .

Well, neither John, her husband, nor their eighteen-year-old son Jimmy seemed to care any more for these things she put up with such pride and care. Oh, well, she'd give a lot of it to the ladies at the church for their annual sales

of Jimmy's. People liked him, and that he liked them showed in the ready interest in his expressive dark eyes that somehow told of inner fires that might have little in common with the placid life-work Clara had set her heart on for her son—farming.

As he stepped to the open back door that overlooked the barnyard where a pompous rooster was scratching importantly to impress onlooking hens, Jimmy's eyes were not those of a farmer, proud and appraising. They rested but briefly on the scene, then swept restlessly on across the wide golden grain field to the tranquil summer sky. He stood studying it until Clara came in; then he turned with an affectionate grin that told of their closeness. He beckoned her to come to his side.

"Look, Mother," he said, "don't those little white clouds make you

library books are, Mom?"

Clara's face fell. Would Jimmy ever stop *devouring* books?

"You going to town again?" she asked, and frowned. "My goodness, I thought you got enough of those stuffy old books to last you a month. They're over there. She nodded toward a shelf and stood watching him take them down with almost loving hands.

"Don't wait with supper for me, Mom," he said, as he strapped the books together carefully. "I'll be staying down for choir practice tonight. I'll just grab a hamburger somewhere with the fellows."

"You'll ruin your stomach with all those hamburgers," she fretted somewhat helplessly. Then his eyes fell on a sheaf of pamphlets on the table. She picked them up and said with new energy, "See here, Jimmy, before you go I want

ILLUSTRATION BY HARRY L. TIMMIN

## "IF I CRY A LITTLE..."

A story by Helen J. Reichenbach

and dinners. Goodness knows, she was always willing to do her share. The only trouble with that was that her jars were often confused with those of other contributors, and if there was something that annoyed her it was to see a tall jar in with these squat ones she had accumulated. This year she must mark them even more plainly and—

Suddenly, long strides overhead broke into her thoughts. A rich young baritone voice boomed, "Hi, Mom, where are you?"

The way her whole face lighted up told whose voice it was and what he meant to her. "I'm down cellar, Jimmy," she called back; "wait—I'll be up in a minute."

UPSTAIRS, Jimmy ambled about like a big, friendly puppy. It was his biggest asset, that friendliness

think of a flock of sheep going across a field of blue?"

Oh, dear, would Jimmy ever stop seeing pictures in everything? Clara felt a bit irked. To her, clouds meant rain, and rain meant delayed harvesting and nothing more. She went over and peered into the lazily simmering kettle on the stove. "I'm afraid a blue field wouldn't do a flock of sheep much good," she commented dryly.

Jimmy laughed. He knew she was impatient with him, but he also knew what to do about it. In spite of her staidness, Mother couldn't resist a bit of clowning. He therefore went over, laid an arm across her shoulders, and peered into the kettle with her with such exaggerated interest that she laughed, too. Then he straightened and asked, "Know where my

you to sit down and write to the university. You've got to register you know that. You've put it off all summer. First thing you know it'll be too late and they won't accept you. Sometimes I wonder if you'd care if they didn't," she added with a shrewd look.

Jimmy gave her a long, searching look. It seemed he was about to speak—to unburden his heart—but in the next moment he turned away. With his books in the crook of his arm, he started off.

"There's time," he said evasively. "I'm in a hurry now, Mom."

She followed him wistfully through the house to the front door, watched him spring from the porch and start down the lane. He took a few steps, then turned and waved to her.





Clara sank on a chair. "Jimmy! You can't mean it—you're joking! Parents scrimp and save—and what for?" she commented bitterly. "You hope and make plans only to get this!"

"Bye, Mom," he called. "Don't worry—please!"

CLARA WAS not one to weep easily, but now she felt the tears crowding up from her heart. "Don't worry, Jimmy said, but see his graduation from high school last spring she had done well else. For Jimmy had changed after that. Not that he wasn't good and kind, but—well, he simply wasn't his old self any more.

At first, she thought he might be secretly disappointed because some of his friends were going on to college. It had made her decide impulsively to send him to the university to study agriculture for a year. Not that he needed it in this well-organized farm, but

he'd have the "free" year before he settled down with his father on the place.

Jimmy away from home for a whole year—how could she stand it? She longed impatiently to brush the year aside, the way one would sweep a cobweb from the ceiling. As she went back to the kitchen to prepare supper, she forced the bitter thought away and began to make plans for the wonderful time when Jimmy would come back home for good.

Her mind sprang far into the future. She saw him with a sweet young wife—with his children bouncing on his knees. She could hardly bear the sweetness of her dream. Oh, she would be so good to the daughter-in-law Jimmy would bring to her one day. She

would teach her to sew and cook—to keep house *properly*.

She and John would stay on here until the young folks were truly settled; then they would get a little place for themselves in the village. What fun it would be to come out here for Sunday dinners! She and John would baby sit every now and then, and—

"Supper ready?" It was John's deep voice jarring her from her dreaming. He paused in the back door to look back over his field with pride. Then he came in, hung his hat away, and gave her his usual husbandly kiss on the cheek.

"Supper?" echoed Clara vaguely. "Oh—oh, yes!" She smiled. "It'll be ready by the time you get washed up," she assured him.



John filled the big tin washbasin with water, set it in the sink, and began to wash. Stooping a little, he peered into the small mirror on the wall and combed his hair. He did it all in his quiet, gentle way. There was much about him that reminded one of Jimmy, but his eyes held none of the restless fires that filled Jimmy's. John's were the far-sighted, contented eyes of a man who spends most of his time on his land—and loves it.

Supper was a little dull, the way it usually was when Jimmy wasn't there. Clara scarcely touched her food. Noticing this, John asked her what was the matter.

"Oh, I don't know," she shrugged vaguely. "I guess I'm just worried. John," she added, suddenly, "I feel Jimmy's keeping something from us! I know something's troubling him."

John buttered a corner of bread casually—too casually.

"What good does worrying do?" he asked, philosophically. "He'll work out whatever it is for himself. He should—he's old enough."

Clara wasn't satisfied with this. Her lips tightened. "Tomorrow I'm going to get to the bottom of it," she said, firmly. Suddenly, panic filled her eyes. She reached impulsively across the table for John's hand. "Oh, John," she said, "I'm so afraid something is going to go wrong and upset everything! I'm sure of it!"

John's handclasp was warm and reassuring, but he didn't quite look up. For John was sure of it, too.

IT WAS midmorning the next day before Jimmy was finished with readying the big haymow for the harvesting that was at hand. Clara, who made it a point never to interfere with her "menfolks" when they were busy, waited until he had washed and put on clean clothes. Then she said, "Now, Jimmy, let's not have any more putting off. Here—I've got everything ready for you. Now sit down and write that letter before you do anything else."

Jimmy looked startled. He moved toward the table as in a dream, then turned back abruptly. "You may as well know, Mom,"

he said, "I don't want to go to the 'U.'"

Her little laugh was one of pure relief. "But you don't have to go, Jimmy," she assured him happily. "I only thought—"

"You don't understand," he interrupted her gently. "I *do* want to go to college, but not to study agriculture. I . . .," he hesitated; then there it was, "Mom, I want to study for the ministry!"

"*For the ministry!*" It was a cry rather than a gasp. Clara sank on a chair, her hand pressed to her heart. "Oh, no, Jimmy! You can't mean it—you're joking!"

He shook his head. "No, I'm not joking, Mom," he told her gravely.

#### ***It's a fact:***

***"Chow," "chowder," and "caldron" all come from a word meaning "heat."***

"I mean it. You must believe that. I *couldn't* change."

"But your father . . .," she faltered. "What will he say?"

"He knows," said Jimmy. "He brought it up himself one day while we were mending a harness. He was swell about it, Mom. Said he had sort of known right along. He understood, he said, but that I was to tell you myself. That's what I've been trying to do all summer," Jimmy added with a little laugh. Then he saw her cruel disappointment and his heart was wrung.

"Oh, Mom," he beseeched her, "don't think I don't know how hard this is on you! I'm sorry, honest. You'll forgive me, won't you, Mom? You do understand?" He made clumsy, boyish attempts to comfort her, but she turned coldly from him.

"Parents scrimp and work and save—and what for?" she commented bitterly. "You hope and make plans only to get *this!*"

A CLAMMY little silence fell over the kitchen, broken only by the

buzz of a plump bee in the hollyhock at the open window. Clara half listened to it, the while her mind raced in search of something clever with which to bring Jimmy to his senses, as she put it.

"Look, Jimmy," she said, "have you any idea what the life of a minister is like? Don't you know that he can't call his soul his own and that he has as many bosses as he has church members? Besides, nobody ever knew one who made money, and—neither would you!"

"What of it?" cried Jimmy. "I'd be doing the Lord's work!"

Clara stared at him. Had he gone out of his mind? Why, she hardly knew him. He was like a stranger in the house.

"What about the farm?" she managed to ask. "What will become of it?"

Jimmy, mistaking her momentary uncertainty for yielding, was quick to take advantage of it. "How can you talk that way, Mom," he laughed, "as though the farm was lost. Neither you nor Dad is fifty yet—you've got years and years to go."

She ignored that. "When did all this start?" she asked, crossly.

Jimmy stopped pacing. "Funny," he mused thoughtfully, "but it never actually started. I was always here—" he struck his breast. "I remember how I kept thinking about God and religion while I was plowing, or doing chores, trying to figure things out for myself."

"I never understood it very well until one day last spring while I was up in the woods; then it suddenly came all clear. Mom," he added with shining eyes, "*I know God walked there with me that day!* I can't tell you how I felt—so free and so happy. Everything was twice as beautiful as ever before—the trees with their pale new leaves, the springs that were bubbling up out of the ground, the violets and buttercups all around and the birds singing and building their nests. Oh, it was *glorious*! I saw how simple it all was, and it came to me how much God needed men to tell just that. I felt the call, Mom, and I fell on my knees right then and there and



icated my life to God!"

"I hope nobody saw you," Clara  
rew in nervously.

Jimmy brought his hand down  
the table. "I want the whole  
world to see me and hear me!"  
declared. He squared his shoul-  
ers and threw his head back.  
I'd like to go right out and start  
is minute, but—" suddenly, he  
as very humble—"but first I  
ust go to school and learn all  
out it—and how to tell it. I  
ant to be in top form when He  
lls me again."

Clara eyed him a little help-  
ssly. "S'posing your father and  
don't go along with you on that  
-your schooling, I mean?" she  
ked.

He looked straight at her. "Then  
d have to go it alone, Mom," he  
ld her gravely. "Other fellows  
ave washed dishes and waited on  
bles and so could I. But," he  
ave her a wistful little smile, "it  
ould be rugged not to have your  
ood will, Mom."

Clara's cheeks turned pink.  
Well, I didn't mean that exact-  
," she muttered. "It's just that  
-well, I simply can't understand  
ow a young man can turn his back  
n a live, going business like this  
rm where he'd have his father  
ght beside him to guide and—" "  
But don't you see, Mom, that  
would be the same thing?"  
Jimmy interrupted her eagerly.  
I'm stepping right into the live-  
est, *goingest* business in the whole  
world—and have my heavenly  
ather beside me to guide me.  
n't it wonderful, Mom?"

THEN CLARA knew she had lost.  
he knew something else as well,  
at only by letting Jimmy go  
ould she hold him. The revela-  
on was too much. She dropped  
er face into her hands and broke  
nto great tearing sobs.

It frightened Jimmy through  
id through, that terrible sobbing.  
e rushed to her and, half kneel-  
g beside her, strove to comfort  
er by stroking her hair and pat-  
ng along her rigid arms. She  
oted the boyish uncertainty of  
is voice as he implored her,  
Don't cry, Mom! Please, don't!  
h, why must I hurt you so?" he  
sked, impatiently, "you, of all  
people! But you're going to be

proud of me, Mom," he assured  
her at once, "I promise you."  
When she made no answer, he  
paused to think frantically. "I'll  
be home for summers for a long  
time, Mom—have you thought of  
that?"

It was the wistfulness of the  
question that brought Clara's  
hands from her wet face. "I—I'm  
all right, Son," she said. And she  
smiled at him through streaming  
tears. "I really am. You mustn't  
mind if—if I cry a little. I guess,"  
she added with a wintry little  
smile, "I guess mothers the world  
over cry when things go differently  
with their children from what they  
had planned. It's only natural.  
But we'll work this out somehow."

He was radiant. "You mean it,  
Mom?" he gasped, his eyes shin-  
ing. "You'll be with me on this—  
honestly?"

"Honestly."

"And you won't cry any more?"

"Now, you stop fretting,  
Jimmy," she told him, "every-  
thing will be all right. Now I wish  
you'd run along a while. I've got  
a lot to do." She rose and began  
bustling about. She looked serene,  
yet Jimmy stood eyeing her ques-  
tioningly. After a moment of deep  
thought, he suddenly threw his  
arms around her and gave her the  
kind-of hug she might have re-  
ceived from a young bear.

"How could I help but want to  
serve the Lord when he gave me  
a mother like you?" he asked, with  
husky tenderness. Then he sped  
from the house.

ONCE AGAIN John came in the  
back way to find that dinner was  
not ready. He needed only to look  
at Clara to know why not. His  
heart gave an anxious thud. *Poor  
Clara*, he thought.

"You've had a bad time,  
Clara?" he asked as he hung his  
hat on its customary nail behind  
the door. He stood vaguely brush-  
ing the chaff of the haymow from  
his sunburnt forearms.

In spite of her distress, Clara's  
disapproving eyes followed the  
downward passage of the hay  
particles to her clean, polished  
floor.

"Why wouldn't it be hard?"  
she muttered testily. Then, sud-  
denly she seemed to realize that all

this didn't matter and that all she  
needed now was his safe and sound  
reassurance. "Whatever will we  
do now, John?" she asked, dis-  
mally.

"Make the best of it," asked  
John. "No use taking it too  
hard."

"But don't you mind?" she  
gasped.

"Of course I do," he replied.  
"I'd like to keep the boy here  
with us the same as you would,  
but we haven't the right to ask it.  
Every man's got the right to pick  
out his own lifework. If he works  
at something he can't put his  
heart in, he won't make a success  
of it—and he won't be happy. I  
don't want that for Jimmy. Farm-  
ing isn't his line. He belongs with  
people. I always knew that. I  
think you did, too," he added with  
a shrewd glance.

"Yes—but I thought—I *hoped*  
he'd get over that."

"There are some things you  
don't get over, specially some work  
you wanted to do and couldn't.  
No, I'd rather it went this way.  
Jimmy'll make good, never fear."

"But what will become of the  
farm?" asked Clara. "All our  
hard work—"

"Don't forget we *loved* doing  
it," John threw in. He went to the  
window and looked out across the  
fields. When he turned back to  
her his eyes were twinkling. "I  
never did care for that scheme  
you had about our going to live  
in town someday, Clara. I think—" "  
he turned back to the window and  
a little smile formed about his  
lips—"I think with this land and  
me it will be the same as with you  
and me—*till death do us part*." "  
He came over and patted her  
shoulder. His eyes went to the  
table—to the stove. "Do we eat  
pretty soon, Clara?" he asked.

He'd had his say and Clara  
knew it. How often his briefness  
had provoked her, and yet . . .

Well, he'd been right so often—  
and *so comforting*. Thank God for  
John. He was right now, too. She  
realize it more and more as she  
bustled about between stove and  
table. Little by little, the sharp  
edges of her disappointment wore  
away. She even began to plan a  
little. Oh, she would send many

(Continued on page 28)



# Are Children Necessary?

by Ruth M. Clov

*Do your children feel that they are vital, useful members of the family?*

**R**UN along now and don't bother me. Can't you see that I'm busy?" These are words which children hear far too often today. How frustrating they are in comparison to the words of the mother who says to her child, "Darling, you've been a great help to me today. I don't know how I'd get along without you!"

Fifty years ago, many people, especially those in rural areas, considered a large family of children an asset. Children were expected to keep the wood-box and water pail filled, to gather eggs, weed the garden, pick berries and small fruits, churn the butter, and help feed and water the livestock if they lived on a farm. Even the children in large communities found plenty of work to be done.

Today, modern conveniences, labor saving devices, and the telephone and motor car have taken away many of the duties which were formerly assigned to children. Unless parents are careful, a child may get the impression that he is not only unnecessary to the family welfare, but also a nuisance to the adult members of the family. What can we, as parents, do to make our children feel that they are offering a worthwhile contribution to life in the home?

First of all we must cultivate the habit of patience—the patience necessary to teach our children to be really helpful. My grandmother, a seamstress and tailoress, taught her three daughters to cook and keep the house tidy, but she never taught them to sew. "It's easier for me to do your sewing," she used to tell them, "than it would be for me to teach you to do it yourselves."

Parents must not take the easy way. As soon as my own daughters were old enough to handle a needle, I began teaching them to sew. Seven-year-old Kathie sewed on a coat button which dropped off the next day. I was tempted to do the job myself, but, remembering my mother's lack of sewing ability, I encouraged the child to try again. This time the button remained in place for a whole week. Instead of bemoaning the fact that the work had to be done over again, Kathie and I stressed the fact that her technique was improving.

This brings us to the second requirement for parents who want their children to feel needed—the

habit of giving praise when praise is due. Patience and praise together can bring success to a child's efforts to be helpful, while impatience and harsh words on the part of the parent usually result in a child's discouragement and failure.

Helen, our foster child, became a Brownie at the age of seven. That first year the leader taught the members of the troop to make fringed luncheon cloths as Christmas gifts for their mothers. I shall never forget the pride and joy in Helen's eyes when I opened my gift and expressed my sincere appreciation for her handwork. Each time I use that luncheon cloth, as I often do, she experiences a new sense of satisfaction, for she knows that she has added something useful to our home.

Yes, patience and praise work wonders with a child, but they need another "P"—purpose. Why should they learn whatever it is we want them to learn? We all know of youngsters who dislike practicing on a musical instrument. Perhaps it is because they see little purpose in learning the skill. Certainly a yearly recital is hardly enough incentive to convince the average child that he ought to spend an hour a day at the piano. Make him realize that his musical ability will be a real contribution to family life, and he will be more eager to practice.

Helen and Jack Rider live within sight of a state teachers' college specializing in music. In addition to the private lessons in piano, which their parents provide, they receive group instruction in other instruments at school. Helen is studying violin; Jack the clarinet. At first they were not too interested in practicing. Then their mother suggested that they organize a family orchestra. She played the accompaniment on the piano, and their father filled in as vocalist. Now that there is a real purpose in practicing, the problem has been solved. Helen and Jack attack each new piece of music with pleasure.

Patience, praise, and purpose, then, help in training a child to be a useful member of the family circle. Let's add another "P"—pleasure. Discover what a child likes to do, then try to find some useful hobby or work which will make use of his inclination and talent.

Jimmy Scott, son of friends who live in a sma



y, has always been interested in the study of the  
ect world. A few years ago he wanted his parents  
buy a home in the country so that he could be  
closer contact with nature. Since this was not  
actical at the time, Jimmy's father did the next  
st thing. He bought his son a hive of bees and  
ught him to care for them.

People who visit Jimmy's home are often surprised  
the stacks of bee hives in his back yard; but bees  
very well in the city. They are capable of flying  
g distances in search of nectar. Jimmy finds great  
easure in caring for his bees, and at the same time,  
succeeds in contributing food for the family table.  
st year he received a small profit from the sale of  
ney and beeswax.

In addition to the pleasure and profit he obtains  
om his hobby, Jimmy has learned that family  
rmony may depend upon his consideration of  
ers. Once when he transferred a swarm of bees  
om one hive to another, they became stirred-up  
d angry. A neighbor complained that they soiled  
r laundry as it hung on the line. Now Jimmy  
akes sure that no one in his immediate neighborhood  
planning to hang out the washing on the day he  
gins handling his bees.

*(Continued on next page)*



"If I've told you once, I've told  
you a thousand times to stay out  
of the kitchen when I'm baking."



"I don't know how I could have made  
those cookies without your help."

*photos by erb*

# Which Mother Are You?



To prevent his bees from being a further nuisance to the neighbors, Jimmy planted quick-growing trees to form a high hedge around the back yard. Now when the bees leave the hive, they must fly high to clear the hedge. They then continue to fly at that approximate height until they reach their supply of nectar.

Patience, praise, and pleasure go hand-in-hand, but parents ought to offer their children one more thing—a philosophical attitude in the face of rather disturbing requests. Dick Stark's mother discovered this truth when her son asked permission to raise earthworms. The Starks live in a small community, and their lot is not large enough to afford space for a special place for Dick's culture boxes. In warm weather they are stacked in neat piles in the garage, but in cold weather they have to be moved into the basement if the eggs and worms are to survive.

It took a little groundwork on the part of Dick and his father to convince Mrs. Stark that earthworms are not the nasty, smelly creatures she had always supposed them to be. If properly cared for, they are perfectly content to remain within their culture boxes without wandering around the basement.

Dick, after a little more than a year, began contributing to the family income by selling his earthworms to scientists and colleges for experimental purposes, to farmers and gardeners who were planning soil-enrichment programs, and to fishermen who use them as bait. The initial investment made by Dick was small, and earthworms require very little care and expense.

Girls, too, can find pleasant hobbies which will contribute to the family welfare. Anne Webster and her sister, Karen, raise herbs in a little plot of land in back of their home. In winter they grow pots of chives, sweet basil, and marjoram in a sunny kitchen window. Their mother uses these seasonings when she prepares soups, stews, and salads, and the girls dry the herbs and put them into little glass jars which they give to friends and callers. Any surplus is sold to the owner of the local gift shop at a small profit.

Even very young children can be made to feel that they are needed. They may be asked to empty waste paper baskets, to bring mother's sewing box from another room, to open and close doors for people whose hands are full, and to put out milk bottles and bring in the newspaper.

All of these suggestions sound like a considerable bit of work on the part of the parent. They *do* require time and effort. It is not always easy to be patient with children. We sometimes forget how important a parent's praise is to a child who has struggled through some task. It requires precious time if we are to stop to explain the purpose behind some work we have asked a child to do. We must study the question if we are to be ready to suggest a hobby which will offer pleasure and a sense of achievement to a child.

Surely, it is not easy to take a philosophical

# THANKSGIVING DECORATIONS



Frank L. Gaynor

by Louise Price Bell

In every home Christmas means decoration, both inside and out. The youngsters dream up ideas, the parents discuss all types of interesting ways to make the home look pretty at holiday time, and most homes are gay and bright.

This is a fine idea, but why is it that we don't give Thanksgiving some consideration, too? True, nothing is so important as Christmas, but haven't we all much for which to be thankful each autumn? Wouldn't it be a good idea to remind others of Thanksgiving, in any way that the family thinks is suitable? You'll find the children will fall in line with any plans you may have, and the older ones may come up with wonderful ideas. For example, the huge turkey gobbler attached to the side of a house in the illustration was made of plywood in the home workshop, painted realistically and placed exactly where the children wanted it. The golden pumpkins of plywood were painted as realistically, and the corn stalks were cut from the field. The hay was borrowed from Father's mulch pile. Both turkey and pumpkins could be of heavy paper. It's the idea that counts, and isn't it a good idea to do something like this at Thanksgiving, just as we do at Christmas?

attitude over any activity which is likely to disrupt the routine of the home.

Nevertheless, the results are worth the price we pay. These are the things we must do if we are to make our children feel that they are necessary to the happiness and welfare of the family circle.



## Look About You

(Continued from page 7)

"But how?" asks the young parent again. "I'm tongue-tied when I try to talk about God or prayer or religion. Sure, I believe in them. I even pray—myself. But talk to my youngsters about prayer? I couldn't."

Simple, sincere religious practices—the table blessing, bedtime talks and prayer, brief Bible or devotional readings, begun when the home is established and the children are small, require no lengthy explanations, only trust and faith.

The resources? They are as varied and as close at hand as the day itself.

"Why should I wish to see God better than this day?" asks Walt Whitman. He points out that anyone can see something of God every hour and every moment. There are "letters from God dropped in the street, and every one is signed by God's name" for everyone who will look for them.

A sensitive, thankful spirit, open to the expressions of God's love in daily life, is the first requisite for meaningful family worship. The wonder of the snowflakes, the blue immensity of the skies, the joy of human friendship and love—"hint of that divine thing"—the miracle of growth, in our gardens and in the lives of our children: these are doorways through which we glimpse the values that really matter. Let us take time to notice them and lift them up.

The principal sourcebooks for family worship have been the same for many generations. They are the Bible, which is a living record of man's search for God and God's eternal quest for man, and the hymnbook which holds the religious heritage of the recent centuries, even down to our own day. The family that likes to sing will find a uniting joy in exploring the treasures of the hymnbook. Nuggets of our most inspiring poetry are there: the words of Whittier, Milton, Tennyson, Kipling, as well as the Bible, are in its pages. The tunes are the lyric melodies of some of the world's greatest musicians: Bach, Beethoven, Mendelssohn, Hayden, Mozart, as well as the folk songs of many peoples. Also, hymn recordings of excellent quality are available.

Or turn to the church school papers and booklets of your children. They are prepared with the anticipation that the songs, stories, scripture, poems, and activities will be used not only by the church school teacher on Sunday morning, but also in the family circle during the week as resources for the religious nurture of your children. They are graded to the level of your child's growth and understanding. The

mother of a four-year-old will find a little song like "When We Work and Play Together" a happy accompaniment to the child's "work and play." "I Would Be True" for some juniors has become sort of a daily pledge and prayer. The primary child who learns the Golden Rule by practicing it daily learns more than words. He learns a law of life.

Why not start a family worship file or scrapbook of the songs, prayers, poems, much-loved Bible stories, and verses clipped from the church school papers and magazines and the church folders that lift up the values you feel are important? Do not overlook the secular newspapers and magazines. Never before has the secular press printed so much inspirational material as is found today. Frequently, a story in the daily newspaper or a devotional reading in a current magazine will speak to a particular need, a spiritual need, which we face. In some homes a corner of the family bulletin board is reserved for a devotional "thought for the day" or "words to live by."

Many families turn daily to devotional guides for a suggested Bible reading, a brief meditation, and a prayer. Such guides, like *Secret Place*, are great wells of inspiration for many people. Frequently, however, families with small children or growing boys and girls turn from the prepared devotional materials unsatisfied. That is because some of the best daily devotional material in books and quarterlies is prepared for personal rather than for family use and is beamed to adult readers and their needs rather than to the limited experience and growing needs of children. Fortunately, magazines of home religion, like *Hearthstone*, are filling this need by providing in their pages devotional materials prepared specifically for families with growing children. In selecting devotional material for family use it is well to remember that it is easier for adults in the family to receive spiritual benefit from materials meaningful to children than it is for children to benefit from materials prepared for adults. A parent, for instance, can derive greater blessing from singing "Jesus Loves Me" than a five-year-old can receive from singing "The Church's One Foundation."

Fortunately, the library of good devotional books for little children is growing daily. Children and parents alike will treasure such books as *My Bible Book*, by Janie Walker; *God Loves You*, by Catherine Marshall; *If Jesus Came to My House*, by Thomas; *A Little Book of Singing Graces*, by Brown; and the *Tell Me* books, by Mary Alice Jones. Primary and junior boys and girls will find meaningful guidance in the quarterly *Thoughts of God*, published by the Connecticut Council of Churches, and in such books

(Continued on page 28)



## HAVE AN INDIAN



# Powwow Party



BY LOIE BRANDOM

We, as a nation, as a family, and as individuals have so much for which to give thanks. We should not confine our expressions of gratitude to only one day in the year. One of the many things for which we should give thanks is the good times that we have with our family and friends. So as Thanksgiving time approaches, let us plan, as did the Pilgrims, to combine some pleasure with our more sober thoughts about our blessings. The following may point the way.

The Indians called a powwow,  
The Pilgrims called one, too,  
To try and plan a meeting,  
Of friendship 'tween the two.  
Soon we will have a powwow,  
We hope you'll be here too,  
At our Thanksgiving party,  
All friendships to renew.

Date	Time	Place
------	------	-------

**The First Thanksgiving** is a good game with which to start because late-comers may be added as they arrive without disrupting the game already in progress.

The players are divided into two groups of equal size. One group represents the Pilgrims, and the members each have a white band tied around their arms. The other group represents the Indians who wear red head bands. The players are seated in a circle, with the Pilgrims and Indians alternating. The Indians must not talk, or make a sound of any kind. The Pilgrims must try to get them to talk by coaxing, or surprising them into some reponse to their chatter. The leader, Miles Standish, makes the introductions by saying, "I herewith present our guests, Massasoit and his Indian braves, to you Pilgrims. Please see that they are entertained." At this signal the Pilgrims begin talking to the Indians on either, or both sides of them, trying in every way possible to get them to respond. A word, a smile, or even a grunt will disqualify them, and they must

then leave the council ring. Miles Standish can also banish any Pilgrim from the council circle whom he catches *not* talking. The game continues until either only one player is left, or until the hostess wishes to start a new game. The side wins which has the largest number of that group still left in the circle.

**The Thanksgiving Dinner.** Ask the players to stand, and remove all the chairs to the side of the room opposite the doorway through which they will be making their escape. The leader announces that she will give each player the name of some kind of food generally found on the Thanksgiving dinner menu. She then whispers to each to each player the word "cranberries," with the exception of three or four to whom she may whisper "turkey," "dressing," and "potatoes," just to mislead the others. She explains that she is going to tell a Thanksgiving story in which the names they have been given will play a part. As she mentions each article of food, the one having the name must run out of the room through the single doorway and escape before being caught by the leader. Anyone caught must become leader and continue the story. The story is begun, and the first foods mentioned, of course, are turkey, dressing, and potatoes which are allowed to make their escape safely, in spite of the apparent efforts of the leader to catch them. Then as the story proceeds, "cranberries" are mentioned, whereupon all the remaining players make a wild dash for the narrow exit, the result being a laughable mixup which all greatly enjoy as they see through the joke to which so many of them became victims. For this stunt the larger the crowd playing the more fun it will be.

For a more quiet game, and a few minutes in which the guests may catch their breaths, try this one. Distribute pencils and slips of paper, at the top of each of which had been printed Thanksgiving Day. Limit the time to five minutes and announce that a

(Continued on page 28)



# PARTY IDEAS

LET'S HAVE A

## Bow-Wow Party



BY CHLOE RANDOM

Get your family and friends together for a really different evening. A Bow-Wow Party is a gathering you'll never forget. Never!

For clever invitations cut a colored piece of construction paper in the shape of a bone. Paste to a card and type the following verse on the invitation:

We are having a party  
For dogs that we know.  
It's a Bow-Wow occasion;  
You'll sure wanna go!  
There are prizes for leashes  
And muzzles; so say!  
Come dressed for the evening.  
Each dog has his day!

Place	Date	Time
-------	------	------

Games are numerous for such a dog's life party. Choose several from those described below. You won't be barking up the wrong tree.

**Barker Roll.** For this game, to break the ice and make role of guests present, number off players in groups of five. Have teams go to opposite ends of the room. You, the host, will serve as leader. Select one or two from the group to serve as judges. At your signal each team will send out one member to the center of the room to represent it in the barking contest. You will name the type of bark each time, such as (1) dog barking for food (2) dog barking at neighbor's cat (3) dog yelping with burr in his foot (4) dog barking at the moon (4) baby dog barking, who's the boss. After each contest you and the judges choose a winner. The team gets a prize for each winner. The members of the winning team will each be tossed a dog biscuit. For added amusement have each one get up and beg for his prize.

**Poor Puppy.** This game is played like the familiar "Poor Pussy." One guest crawls from person to person in the room, yapping and barking dolefully. Wherever he stops, the person must pat him and say "Poor puppy" five times without smiling. If the

poor pup can make someone smile or laugh, he exchanges places with him.

**Bone Relay.** You will need real clean bones or rubber ones for this game. Divide guests into two teams. Everyone is on "all fours." A bone is placed in front of the first person on each team. The object is for each guest to carry the bone in his mouth on all fours to a distant chair, deposit it, then return to his team where the next "dog" picks up a bone to carry. The team whose members finish the relay first, wins. Dog biscuits are suitable prizes.

**Doghouse Blues.** Have guests sit around informally, and have each person tell about an experience that really put him in the "doghouse" with someone—the boss, teacher, wife, or husband. A tiny replica of a doghouse could be awarded for the best "doghouse" story.

**Cat 'n Dog Scramble.** Have as many pieces of plain white paper as you have guests. On all but one print "dog." On one print "cat." Shuffle papers and distribute. One person is "It" and has no paper. After papers are passed out, "It" starts somewhere in the circle of guests and tells each to "sound off." No one knows who the cat is. The dogs bark when pointed to, but the cat must "meow." As soon as Cat is discovered, he must dash for the tree—a designated chair—and get on it before being tagged. The cat can run, but dogs must pursue Cat on all fours. If Cat is tagged, he becomes "It," and the game resumes. Papers are redistributed.

**Puss and Pup.** Guests join hands in a circle. Two are selected to be "Puss" and "Pup." Pup is blindfolded. He attempts to catch the puss in the circle. Whenever Pup barks, Puss must respond with "meow." Pup pursues her until she is caught. If there are many guests, the circle may have to close in on the couple gradually to help Pup.

**Seeing Eye Dog Trot.** Two couples are chosen for this stunt. Everyone will be entertained. The

(Continued on page 30)





by Julia M. Wolfe

It had been a wonderful season for hazelnuts, hickory nuts, and butternuts. The trees had so outdone themselves that it was clear no nut-eating creature need go hungry this winter. Nevertheless, just for sheer fun, boys and squirrels continued to hunt until there was scarcely a nut left on tree or ground.

Even then Peter Robins was not content. He went out one last time with his big sack, determined to fill it somehow and to add it to his store in the garage.

After Peter had searched in vain for a long time, he scrambled up to a rocky ledge not far from a big hickory nut tree. To his great surprise he stumbled on a hollow that extended under the ledge, as big as a small-sized cave. It was half full of dried leaves.

"Ho, ho!" said Peter to himself.

He scooped up the leaves in great handfuls and threw them away. At the last handful he chuckled aloud; the whole bottom of the hollow was lined with big ripe nuts.

Peter knew it was Reddy Squirrel's whole winter supply that he had found, but the sun was nearly down and he was getting hungry; so he set to work at once to transfer the nuts from the hollow to his

sack. There were just enough to fill his sack.

As Peter rose to his feet, he heard a shrill chattering not far away. Looking up, he saw Reddy Squirrel perched on a low limb of the hickory nut tree, making a fuss. Peter stopped. How would he feel to have a huge creature come and take his supply of nuts, he wondered. He wouldn't like it, he knew. But the next minute he had flung his sack over his back and started for home.

That night Peter kept thinking a lot about that squirrel, and he lay awake for a long time. The next morning he did not have the heart, somehow, to take the nuts to the garage and spread them out on the floor to dry. All day he thought about the angry little squirrel's face that had peeped down at him from the limb of the tree.

The second night it snowed silently for hours, and by morning there was over two feet of snow on the ground. At breakfast Peter looked up from his oatmeal and cream.

"Daddy, will snow hurt things?" he asked.

"Oh, no, snow is good for grains and—"

"I mean animals."

"The animals will stay in the barn."

"But wild animals, like—birds," stammered Peter, looking hard at his spoon.

"The birds have all gone south by now."

"But—the squirrels." At last the right word was out.



illustrations  
by Ann Hysmi

His father laughed. "Bless you, Peter, we don't have to worry about squirrels! If the squirrels did not have foresight enough

(Continued on page 28)



# Worship in the family with children

## THEME FOR NOVEMBER:

### Thanks for Good Gifts

## A Word to Parents

The materials on this page and on the next two pages are for your use in moments of worship with your children. If you have a family worship service in your home, some of the materials here may be used at any time. If you use *Secret Place*, you may find that some of them fit into the meditations in that booklet.

## TO USE WITH YOUNGER CHILDREN

### Thanks for Good Gifts

Susie loved the garden. There were rows of cabbages and cucumbers, carrots and beets, onions and tomatoes, beans and tall corn.

One morning Mother picked up her basket and said, "I'm going to the garden, Susie."

"I'm going to the garden, too," Susie answered.

"Then put on your sweater. It is chilly this morning."

So Susie put on her warm red sweater. She put on her blue

bandana. Then she was ready to go.

Mother picked corn from the tall stalks and handed it to Susie. "I like corn," Susie said as she put it in the basket.

Mother pulled red beets, orange carrots, and white onions and handed them to Susie. "I like beets, carrots, and onions," Susie said as she put them into the basket.

"Now we'll pick some tomatoes and cucumbers. Then we will have vegetables for our dinner," Mother said. Then she began to sing,

"All good gifts around us  
Are sent from heaven above;  
Then thank the Lord, O thank the Lord  
For all His Love."

Susie liked the sound of Mother's song.

As Mother picked the tomatoes and cucumbers, she handed them to Susie. Susie put them into the basket. Mother hummed the same song.

"Say it, Mother," Susie said.

"Say what, dear?" Mother asked.

"Say the song when you sing it."

Mother sang the song again.

"Mother, what are 'good gifts around us'?"

"Why, all the good things that grow in the garden, and many

Eva Luoma





## TO USE WITH OLDER CHILDREN

### Thanks Be to God

others, too," Mother explained.

Susie began to sing a song of her own. She sang,

"We're glad for gardens,  
Thank you, God.  
We're glad for gardens,  
Thank you, God."

It had been a hard, bitter winter. The Pilgrims had landed on the New England shores early in the winter. They had neither homes nor the proper clothing nor tools to endure the hardships, the cold, the storms, and the danger in this new land.

It was no wonder, then, that sickness soon overcame most of the little group, or that large numbers of them died. Half of the original group that survived were more than glad to see the warm days of spring.

Friendly Indians taught the Pilgrims how to plant and to fertilize corn.

"If we can care for our grain and have a good harvest, we will even yet build a home in this wilderness," the brave men said one to another.

"Yes, under God, we shall."

The spring planting was a happy time for all. Hearts were filled with hope.

"If this weather holds, surely the harvest will be plentiful."

The weather did hold. The crop was large. All of the little colony were looking forward with hope to the harvest, which at last was gathered.

"We should give thanks to God for his care of us," someone suggested.

"In no other way could we hope to live," came the reply.

"Let four men go into the forest to hunt fowl," ordered Governor Bradford. The men went. At the close of the day they returned with



enough meat to supply the colony for a week.

"Someone should invite our good friends, the Indians," a child suggested.

So an invitation was sent to Chief Massasoit, and he and his braves came to the feast.

The Indians, in turn, went out to hunt deer, and there was feasting along with games and sports. The week finally came to an end.

"Tomorrow we will thank God in his house again," the Pilgrims said one to another.

Sunday dawned bright and clear. Family after family left its home, walking to their church. Fathers carried guns across their shoulders. Mothers carried Bibles. The children went with happy hearts. All were filled with thanksgiving to God for his loving care of them.

#### Verses from the Bible

O give thanks to the LORD, for he is good;  
for his steadfast love endures for ever!

—Psalm 107:

Praise the LORD!

For it is good to sing praises to our God;  
for he is gracious, and a song of praise is seemly.

—Psalm 147:

### To God Who Gives Us Daily Bread

Attributed to Mary Rumsey

TALLIS' ORDINAL

Thomas Tallis (c. 1520-1585)



## A Bible Poem

Praise the Lord, all nations!  
Exalt him, all peoples!  
For great is his steadfast love toward us;  
and the faithfulness of the Lord endures for ever.  
Praise the Lord!

## A Prayer

Dear God, thank you for your loving care which is  
own to us in our homes, our food, our clothes, and  
that makes life pleasant and happy. Help us to  
ways in which we may share thy good gifts with  
others. Amen.

## Thanks

For food and clothes I thank you, God,  
And for the shining sun,  
For home and school I thank you, God,  
And playtime filled with fun.  
I thank you, God, for gentle rain,  
That helps the flowers grow,  
I thank you for the whispering wind  
And for the lovely snow.

—Florence Pedigo Jansson

## Thanksgiving Prayer

For golden autumn's glorious days,  
For high blue skies and mellow haze;  
For wild geese flying overhead,  
For oaks and maples, brown and red;  
For all the earth so bright and fair,  
We bow our heads in grateful prayer.  
Amen

—Nona Keen Duffy



## FOR FAMILY WORSHIP

Call to Worship: I will sing to the LORD as long as  
I live;

I will sing praise to my God  
while I have being.

—Psalm 104:33.

Song: "Come, Ye Thankful People!" (on this  
page)

Prayer: Use the one on this page, or use one of  
your own

Meditation: Father or Mother or some other adult  
may guide the meditation. Since Thanksgiving  
occurs during this month, the meditation may be  
about the joys of sharing our blessings. Any of  
the materials on these pages may be used as re-  
sources.

Praise to God: Use one of the Bible verses given  
on these pages

Song: "To God Who Gives Us Daily Bread" (on  
the opposite page)

### Come, Ye Thankful People

ST. GEORGE'S, WINDSOR

Henry Alford, 1844

George J. Elvey, 1850

1. Come, ye thank-ful peo-ple, come, Raise the song of har-vest home:  
2. All the world is God's own field, Fruit un-to His praise to yield;

All is safe-ly gath-ered in, Ere the win-ter storms be-gin;  
Wheat and tares to- geth-er sown, Un-to joy or sor-row grown:

God, our Mak-er, doth pro- vide For our wants to be sup-plied:  
First the blade, and then the ear, Then the full corn shall ap-pear:

Come to God's own tem-ple, come, Raise the song of har-vest home.  
Lord of har-vest, grant that we Whole-some grain and pure may be.



# Teaching them to love GOD

Study Article and Guide  
for Parents' Groups

by  
Marge Frank

MANY parents are thrilled when on Children's Day their little tots line up across the church platform. They listen with pride as they lustily, somewhat tunelessly, shout out the words of "Jesus Loves Me, This I Know."

Perhaps as we soberly reflect upon their performance later in the day, we will wonder what this love of God for man, and man's return of it, can mean to a toddler. What about our older children? Can we, as parents, help our boys and girls learn to love God? Can we do our job well enough so our children will love and trust him when they reach those difficult adolescent years, and the long reach of time which stretches beyond?

Love is first experienced by most human beings in their homes. No one will more quickly sense the lack of this love than the child who is found in a loveless environment. If the child's parents love him but do not love each other, love becomes a difficult, if not impossible thing for the child to understand as his maladjusted parents compete with each other for his affection.

The gifts of his parents, first the material things which mean so much to the very young, and later those involving the parents' time and skills which may mean even more to the older child, help the boy or girl understand that God shows his love for us by the many gifts he has given to us, his "human children."

The discipline of his parents, both praise and punishment, helps the child understand that God sometimes shows his love for us, also, by his discipline.

As the baby learns to return human love, he has made a magnificent development toward a happy, well-adjusted maturity. The next step—learning to love God—is one which should come naturally in the Christian home.

If our homes are to breed young Christians, then we must properly prepare the "soil." Such people as Peter Marshall, Fred Waring, President Eisenhower, Ralph Bunche, and Abraham Lincoln all came from homes which greatly influenced them toward the Christian way of life. All of us could name many less famous people we know personally who also are happy Christians today, because they learned to love God while they were still children.

"Do as I say, and not as I do," has been the very tempting foundation for much moral teaching. It is obvious, however, that "actions speak louder than words." Unless we, as parents, are completely convinced of God's love for us, we shall never convince our youngsters. Unless we make our love for God obvious in our homes, our children probably will never experience a very abiding love for him.

We do not love God because we predetermine to love him. We love him because he first loved us. We love him because he deserves our love. There have been many religions, in which the worshipers feared, or often even hated their deity.

Not so long ago in our own America, our Christian



and was pictured by many young persons as a vengeful being, ever waiting for us to sin so that he might cast us into eternal damnation. Today, in most of our churches, the love of God for us, his children, is the center of emphasis. How much easier this makes for us to teach our children to love God.

In many ways we can teach our offspring to love God. Perhaps the least obvious but most effective teaching concerning the love of God for us, and our love for him, is done in countless, informal ways at home.

Very early in his life a child begins to form conclusions about innumerable things. He bases his conclusions primarily on the obvious attitudes of those he knows best—his parents. Margaret's mother fears spiders; so Margaret cries when she sees one. Baby Paul's father loves to hunt; so Paul caresses his father's gun as he has seen his parent do.

In many unplanned ways our ideas force themselves upon our children. That is why we have emphasized so strongly that unless a parent loves God, it is highly improbable that his child will learn to do so. There are many ways that we can intentionally demonstrate to our boys and girls that we do love God.

Conversations with our children, times when we are called upon to answer the seemingly endless questions of childhood, or times when we must defend a position on which we stand (as the child grows older), give us unsurpassed opportunities for teaching.

Not only can what we say about Christianity influence our children positively in its behalf, but it can also turn them from God. When we unthinkingly swear in the presence of our youngsters, or make fun of the church, or criticize the church school, our boys and girls lose respect for their religion. The next step is loss of respect for their God. Love without respect is nearly impossible.

Again such teaching may be begun at a very early age as the little one watches the seeds sprouting, the elementary school child becomes interested in insects, the teen-ager takes a camping trip with the family. Remember that your sincere chance remarks on a subject may be of more influence than would a long and boring lecture.

The love of God is probably easiest explained to the very young child by emphasizing the stories of Jesus. A rather abstract God, found in some unknown realm, is just beyond the average pre-school child. As the child grows old enough to think of God as a personality, we should start where Jesus himself began when he taught about God. We can compare him with a kind and loving earthly father. To idealistic teen-agers we must begin to emphasize the divinity of God—the greatness, the love, the goodness, going far beyond any human greatness, love, or goodness.

What about formal worship in our homes? Private prayers can be taught to a child at a very early age. As the child grows older, the prayer should become

truly private, but requests by the parent to pray for this or that, or remarks that they are praying for a particular thing, may remind the child to pray.

These days, when families spend so little time together, family devotions often are difficult but not impossible to plan. Many families find meal time best. In the movie "Faith of our Families" these four suggestions are made:

1. Get started without delay.
2. Find a good time of the day and hold to it regularly.
3. All members of the family should participate.
4. Keep the devotions simple and informal.

**These children see for themselves some of the wonders which God has created in his universe.**

*Clark and Clark*



Other helpful suggestions are the following: use hymns for reading and singing; read the Bible until you find a nugget of thought, then meditate upon it; use a Bible reading guide; compare different versions of the Bible; use devotional guides such as those suggested at the end of this article.

It is just as much the duty of a conscientious parent to have available for his child's use good religious reading material on his age level, as to see that he is educated in other respects.

Special times, particularly holidays, should have a religious emphasis, if the child is to be taught the love of God. Christmas stands out as one time when the family should have a religious observance together. In our home on Christmas Eve we have family caroling, scripture reading, storytelling, and prayer. It is a time of special closeness to each other and to God.

In closing we might do well to remind ourselves



that our actions away from home will greatly affect our child's attitude toward religion.

Do we go to church *regularly*? (When I was a child, the question was never raised in our home, "Shall we go to church this Sunday?" Unless someone in the family was ill, we naturally went to church.)

Are we willing to help with God's work when called upon to do so? (As Jesus many times observed, a person who is not willing to share his time and money with God has a shallow religion indeed!)

Will we encourage our children to take part in the church youth work—camps, conferences, and CYF or BYF groups?

In choosing a college will our son or daughter consider our church schools?

Does all our behavior in adult society imply that

we are Christian and follow God's way because we love and respect him? Upon the answers we can honestly give to such questions greatly depends the attitude our children will hold toward God when they are our age.

As Christian parents our dreams for our youngsters include many things. Those of us who have experienced a real love for God ourselves, highly covet this experience for our children. We have attempted to examine ways we can teach them to love God. If we conscientiously do our part, with God's help, someday our boys and girls will have grown beyond singing "Jesus Loves Me," and will intone deep within their souls the sentiment of, "O Love that wilt not let me go, I rest my weary soul in Thee. Then they, too, shall have "peace which passeth all understanding."

# Study Guide

for  
"TEACHING THEM  
TO LOVE GOD"

## I. In Preparation

To prepare himself to conduct a profitable discussion concerning this article the leader will, of course, spend as much time as possible getting ready. Not only should he thoroughly familiarize himself with the ideas to be found in the study article, but he should, if possible, read other material. Some suggestions are made in the "Available Helps" section. Also scripture passages concerning God's love should be referred to (John 3:16-17; Rom. 8:28; 1 Cor. 8:3; 1 John 4:18-21.—Any good concordance will suggest many more.)

Unless most of the members of group have read the study article, it will probably be wise for the leader to begin the program with a summary of its more important points. Or he may wish to assign the summary to another member of the group.

Several visual aids are suggested among the "Available Helps." If you have access to any of these, you might well consider making one a part of your program, either at its beginning or con-

clusion. Again, the leader should be as well acquainted with such material as possible, in order to fit it suitably into the complete program.

A very practical conclusion to your program might be to have examples given of one or more different types of family devotional programs. (Several are suggested in the study article.)

## II. For Discussion

### 1. Can we be religious and not love God?

More particularly, can we be Christian and not love God? Upon the answers to such questions as this and the following one will rest much of the success of your discussion; for, obviously, unless those present are made to feel they are discussing an issue of real importance, little will be accomplished. To aid in answering these questions, the leader should have available: a dictionary (to look up such words as "religious" and "Christian"), a Bible (to point out what Jesus, Paul, and others have to say concerning our love for God and his for us. The passages referred to in the

"preparation" section should be kept in mind), and a concordance to look up the passages about the love of God. (If you do not have a concordance, your minister will probably lend you his.)

You will not wish to drag this opening portion out. Merely use it as an introduction to the more particular issues to be discussed.

### 2. Why is it important for our children to love God?

Among the aspects of this question which might be included are the following: How might the child's sense of security be affected if he does, and if he does not love God? How will his attitude toward his fellow-men be affected? (The leader might here remind the others that Jesus always indicated that we must show our love for God by loving our fellow-men.) How will his interest in his church be affected? Are there other ways in which our children's lives will be influenced by their attitude toward God? (Your group may suggest such things as various aspects of moral conduct and choice of life's vocation.)

Ask your group if they know of, or know personally, people whose lives have been influenced by parents who love God and attempted to impart this love of God to their children. Let them tell as much as possible about these specific instances, omitting names if they prefer. Perhaps some of your members will be willing to tell about their own Christian homes, and how their lives were turned toward God and Christianity by parents, relatives, or friends. Encourage people speaking on these subjects to be as specific as possible, to help give the rest of the parents ideas to be used in their homes.

### 3. How can we teach our children to love God?

Here, again, we shall try to be as exact as possible in our discussion, if we are to give concrete help to each other. In answering this question the lead-



wish to refer to the study article suggested ideas with which to begin. Do not neglect to consider such physical aids as reading material, visual aids, movies, television, and radio. Ask your group to consider how good jobs the church schools are doing in respect. How much aid from us do they need? How can the home and church school work together in teaching children to love God? (It might be helpful if some teachers of the children and young people's departments could be present to join in this portion of the discussion. Possibly some of your group already church school teachers, and discuss the problem from the teachers' point of view.) Do members of your group know persons who are influencing their children to have neither respect for, nor love for God? How are they doing this? How do they avoid doing it?

What special ways have you tried to

teach love of God in your home?

This portion of the discussion can be particularly valuable, if the leader can get the co-operation of those present, so that all will participate in sharing their ideas. Also ask your group to share ideas of ways which they have seen are successful in other homes. If specific ways are suggested, ask that the speaker evaluate the worth of what he has tried as to effectiveness.

Do not forget to consider how various holidays and birthdays can be celebrated to make our children more conscious of God and his love.

Particularly, ask the group to share their experiences with family devotions. What are the problems involved? How can they be successfully overcome?

### III. Available Helps

#### For Parents

Gebhard, E. W., & A. L., *Guideposts to Creative Family Worship*, Abingdon, \$2.50.

Hamilton, C. W., *Our Children and God*, Bobbs-Merrill Inc., \$2.50.  
Trent, Robbie, *Your Child and God*, Harper & Brothers, \$2.00.  
Walker, Janie, *My Bible Book*, Rand McNally, 1946, \$75.  
Hurlbut, J. L., *Story of the Bible*, Universal Book and Bible House, 1932, \$4.95.  
Gray, H. D., *A Theology for Christian Youth*, Abingdon Cokesbury, 1941, \$1.25.  
Marshall, Catherine, *God Loves You*, McGraw-Hill, \$2.00.

#### Family Worship Helps

*Secret Place, Upper Room, Power*

#### Visual Aids

Bible on the Table—30 min. film  
Faith of Our Families—40 min. film  
Their Future Is Yours—20 min. film  
Our Children Grow Toward God—57 slides  
At Home With God—20 min. filmstrip with records

## BIBLEGRAM

by Hilda E. Allen

Guess the words defined below and write them over their numbered dashes. Then transfer each letter to the correspondingly numbered square in the pattern. The colored squares indicate word endings.

Reading from left to right, you will find that the filled pattern contains a selected quotation from the Bible.

Joseph's garment of many colors -----

102 41 122 111

To hire, or to use -----

39 16 99 108 79 49

A small flock, as of birds -----

89 110 91 37 123

Resolute, not fickle or wavering -----

15 51 43 12 120 18

The popular Mr. Crockett of the song -----

131 106 118 81

A jewel from the oyster -----

21 115 53 23 128

Prickly or stinging plant -----

10 52 125 70 34 92

Easily offended, or pettish -----

126 9 77 98 88

Long handled implement used for lifting earth -----

35 5 60 42 30 107

To ache, or palpitate -----

24 64 114 90 36

Officer who keeps peace in a community -----

50 29 62 78 13 1 55

To accuse, or hold responsible -----

112 66 22 48 127

Breakfast food -----

69 56 4 80 100 94 67

A child without parents -----

117 130 73 31 74 14

First finger -----

28 105 83 116 45

P Lad with the magic lamp -----

25 59 84 44 71 32 95

Q Shooting star -----

40 6 47 20 129 38

R Gets the correct answer -----

124 82 33 61 119 104

S To ask or call for with authority -----

19 72 7 101 68 54

T A feat of skill, to attract attention -----

121 11 46 109 76

U Animal of horrible shape or form -----

87 97 85 57 96 103 3

V Whirlwind -----

58 8 75 93 65 27 2

W University officers -----

86 113 17 26 63

(Solution on page 27.)





*Richard Rice is well qualified to write an*

*article of this sort, as his sesquipedalian*

*title will reveal—Assistant Editor of Youth*

*Publications in the Editorial Division of the*

*Board of Education of the Methodist Church.*

**by Richard H. Rice**

**T**HERE is no doubt about it: Sunday, the first day of the week, deserves to be a red-letter day.

Sunday is the day when all the family dresses up and goes to church. For teen-agers Sunday means an opportunity to study, and to discuss with friends at church school the meaning of the Christian faith. After church school there is the morning worship service at the church. In the afternoon or evening there is the meeting of the youth fellowship. The activities on Sunday are different from those on the other days of the week. Sunday is a special day of worship. It is a day set aside for the Lord.

But after Sunday, what?

This question poses an old problem. It is not a problem for youth alone, but the person who faces the problem squarely when he is a teen-ager will more likely learn to lead a mature religious life as an adult. Briefly, the problem may be put in two questions: (1) Is Sunday the only day of worship? (2) Should one be satisfied to call himself a "Sunday Christian?"

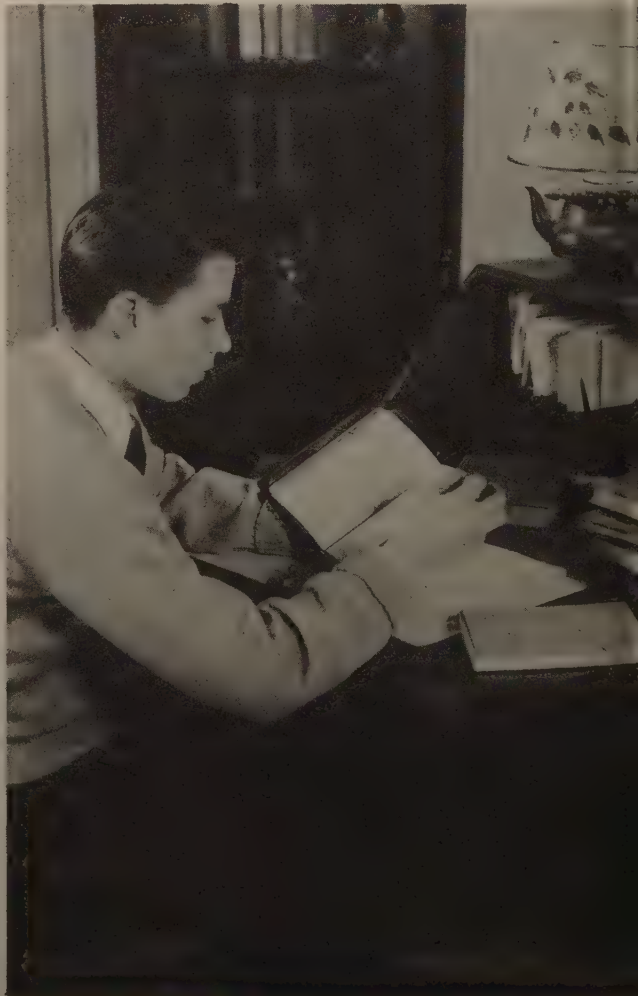
The obvious answer to both questions is No! Nevertheless, the problem is a real one. As a matter of fact, there are so many things to do during the week that unless the teen-ager organizes his activities carefully, his life may easily become all action, with no time for thought and meditation. School, sports, dating, parties, and fun with the gang can add up to furious activity. Not that there is anything wrong with these activities. The point is that, without purpose, even the best activity can become empty and meaningless.

The ultimate source of meaning and purpose in life is God. All life is created and sustained by God. It follows that human purpose gets its nourishment from worship. Worship means to "glorify God and enjoy him forever." In other words worship means giving honor to God.

The young person's answer to "after Sunday, What?" should involve worship every day at home. It is true that today, teen-agers, not to mention other members of the family, tend to spend very little

Young people should plan to allow themselves a few minutes of Bible reading and quiet meditation each day.

*H. Armstrong Roberts*





# Worship in the Home

at home. Again it would seem that one faces the problem of finding time for worship. Actually, however, even the busiest teen-ager finds himself at home during varying periods of time every day. He has time at home, and he can organize that time to include worship.

Perhaps the simplest form of worship at home is grace at mealtime. Grace, if used regularly but not mechanically, can be more than a few words mumbled quickly before reaching out for the meat plate. Saying grace at mealtime is natural; it reminds Christians of their dependence upon the Creator and of the brevity of human life.

Making the most of mealtime grace calls for family cooperation. First, every member of the family must learn to respect the time for meals and be in place at the table when meals are served. Then, every member needs to be worshipful. Family squabbles and misunderstandings should not be brought to the table. In the dining room disagreements should be forgotten. Family members should be in rapport with one another so they can be in rapport with God. By taking turns each person in the family will have a chance to say grace. What does one say? As with all prayers, what counts in grace is not so much what is said as the spirit in which it is said. Here is one form of grace: Our Father, we thank thee for these blessings and all the blessings of life. Bless our food to our good health; bless us for thy service. In Jesus' name. Amen.

When it is the young person's turn to say grace, it may be well to vary the form that Father and Mother use. Using another form will help the young person avoid mechanical repetition of words. The young person can make up his own form. He should say what he really believes and feels. If he speaks with genuine reverence, and clearly and slowly so that he and the others at the table hear every word, he can be sure that his grace will make a contribution to the family's mealtime spirit.

One of the most important ways to worship God is through private devotions. Private devotions are

appropriate any time during the day that one chooses. Usually, however, the best times are the first thing in the morning, and then at night, just at bedtime. Sometimes, perhaps, one will find inspiration by reading a printed devotion or a chapter from the Bible. At other times he may wish to speak directly in prayer to God, and afterward read a scripture, a devotion, or a poem.

Many people say that they have difficulty with private devotions. They are not alone. Only saints, after much discipline, seem to rate high when it comes to having a smooth prayer life. Even saints, let us recall, humbly regard themselves as persons who have fallen far short of Christ's glory. Whatever difficulties one may have can in time be ironed out, however. Nothing is so intimate and personal as one's prayer life. It has to be developed in relation to one's contact with God, and not in relation to someone else's form or procedure. The suggestions offered here may help, however. One may have to try several kinds of devotions, though, before finding a form which will enable him to worship effectively.

Traditional forms of prayers are made up of several basic elements:

- (1) *Adoration*—giving honor to God for his majesty, strength, and goodness.
- (2) *Contrition*—asking God to forgive both known and unknown sins.
- (3) *Petition*—asking God for help in particularly personal problems.
- (4) *Intercession*—asking God for help in behalf of someone else.
- (5) *Thanksgiving*—giving thanks to God for his many bountiful gifts.

At first talking to God may seem strange. "Why," one may say, "it seems silly to talk to God when he knows what you are thinking before you say it." That is true, but all the same God wants to hear a man say what he feels. When a man is able to say what he feels, he clarifies his thoughts and feelings.

(Continued on page 30)



## ● Peter Pays His Debt

(Continued from page 18)

lay in a good supply of nuts this year when there was a banner crop, they have no one but themselves to blame."

Peter pushed back his oatmeal. "I have something important to do, Daddy," he said and left the table.

Plowing his way through the snow to the garage, Peter loaded himself with some excelsior that he found, a tiny shovel, and his sack of hickory nuts. Then he set off for the grove. When he reached the rocky ledge, he saw by the tiny tracks in the snow that a visitor had been there before him. Evidently, Reddy Squirrel had come back again, and hoped to find his nuts.

Peter's heart pounded. "He must be nearly starved," he thought.

The mouth of the little cave was filled with snow, but when Peter shoveled it out, he found it dry as a bone. He poured the nuts quickly into the hole and covered them with the excelsior he had brought.

"Whoop!" he said as he straightened up. "I am glad that's done."

Just as Peter turned to go, he heard a slight stir behind him. Whirling around, he saw Reddy Squirrel perched on a limb, watching him. This time the little squirrel was silent, but his black eyes were keen with interest, and he looked as if he could hardly wait for a chance to rush down and see what had happened.

"They're all back, old man!" Peter called. "Every single one of them. If you don't believe me, come down and count them."

As Peter hurried through the deep snow, he heard Reddy Squirrel chattering loudly, but this time the chatter had a friendly sound.

## ● Look About You

(Continued from page 15)

as *Sometime Every Day* and *Then I Think of God*, by Mabel Niedermeyer. The materials in most of these books can be adapted for family devotional periods. The meaningful family worship, though, will not end in the reading of a brief meditation from a quarterly or book. One test of whether the materials you are using really have value for your family is what happens after the reading is concluded. Does it stimulate you to discussion of the issue raised? Does it lead you to a sharing of similar experiences within your family? Do you take time to apply the truths from the Bible or devotional readings to your own family situation? Are you led occasionally to pray your own prayers or to make your own resolutions?

For several weeks, for instance, Denny had been sick. His violin had hung silent on the music room wall. Even after he went back to school and regained his normal strength, he showed little interest in the violin. One evening Denny read the scripture and the

devotional thought. The story was the Parable of the Talents.

"What happens when we fail to use our talents?" someone asked when Denny finished reading.

"We lose what we've already got," one of the children responded. "Our muscles get weak and flabby."

"We even lose the desire to make use of our talents," added another.

No one spoke of Denny's unused violin, but as soon as the family had left the table, Denny went into the music room. "Mother, tune my violin, please!" he said. "I'm going to see if I can still play it."

The informal talk around our tables provides us with one of our best resources for lifting up the values that really matter. Listen critically to your family conversation. How much of it is trivial? How much of it is concerned with the mechanics of living? How frequently does it dig below the outer protective bark to the pulsing, growing layer of life? How often do you express your gratitude to each other or to God, or speak the appreciation and love you feel for one another? How much of your talk to your children concerns the little rules and regulations: "Don't forget your jacket." "Brush your teeth." "Come home promptly."

Our children need to hear the great eternal truths from the same lips that make the little rules. They need to hear the familiar voices they love speak about the important, as well as about the trivial.

That is the door that family worship opens to us: an opportunity in the everyday give-and-take of life to interpret and exalt eternal verities and values. Look about you.

## Solution to Puzzle

(From page 25)

"For the mountains may depart and the hills be removed, but my steadfast love shall not depart from you, and my covenant of peace shall not be removed, says the LORD . . ." (Isaiah 54:10)

### The Words

A Coat	L Blame
B Employ	M Oatmeal
C Covey	N Orphan
D Steady	O Thumb
E Davy	P Aladdin
F Pearl	Q Meteor
G Nettle	R Solves
H Huffy	S Demand
I Shovel	T Stunt
J Throb	U Monster
K Sheriff	V Tornado

W Deans

## ● Have an Indian

Powwow Par

(Continued from page 16)

prize will be given to the contestant who in that length of time can write down the longest list of words formed from the letters to be found in those ten words, such as: is, his, hay, sing, vikir

**A Priscilla and John Alden** Race the boys up in one row and the girls in the other row facing the boys. The boy and girl opposite each other are partners.

Couple Number One of each group is handed a ball of yarn. (All the balls should contain the same number of yards of yarn.) At a given signal the first couples of each group begin winding the yarn from the ball to another of which they must start from the lower end of the ball given them. One partner of the couple winds while the other holds the ball. When the first couple finishes winding the yarn into a new ball, they hand the ball to couple number two in their group. Couple number two rewinds the yarn and hands it to the number three partners, and so on. The group whose last couple is first to finish the rewinding of the yarn, wins the prize.

**Big Injun' Chief.** The players are all seated except the Chief who takes his stand in the center of the circle. It is then announced that in reply to any question asked by the Chief, the words I, me, mine, you, and yes or no may not be used. The Chief then stands in front of some player and says, "I am Chief Massasoit. What will you give me?" The player must then say what his gift will be. If a player answers without using the taboo words, the Chief goes to the next player. If any forbidden word is used, the player must exchange places with the Chief, and the game continues. Small trinkets are given to the ones who do not use the wrong words.

Simple refreshments add to the enjoyment of any party, and appropriate for this occasion would be little individual pumpkin pies, topped with a dipper of ice cream or whipped cream, served with coffee, or hot cocoa.

## ● If I Cry a Little . . .

(Continued from page 11)

boxes of goodies to Jimmy at school. She would put in enough for other boys who maybe didn't have mothers. She and John would visit. . .

"You know, John," she said presently, "it's not going to sound half bad, is that?" She smiled a little dreamily.

John was lost in the pages of the new seed catalogue that had just arrived that day. He kept a careful thumb on an item of special interest as he looked up absent-mindedly.

"What's not going to sound half bad?" he asked.

"Why, the Reverend James Ramsey of course!"





# Family Counselor

OUR SON, aged seven, seems destined to be an "only child" through no fault of his. As much as my husband and I have tried to avoid the pitfalls and problems of an only child, our boy seems to have fallen into the pattern and characteristics usually associated with an "only."

Our main problem is trying to combat selfishness—the sharing of playthings and possessions with playmates. He seems also to be extremely "bossy" most of the time and has a strong desire always to be first in every game and activity. We have explained to him the dangers involved in such an attitude—the loss of friends, the teasing by other children, etc. At times he is overly generous, congregate, but it lasts only for a short period. His school and Sunday school teachers have said he is a good student, interested, well behaved, but at times lacks consideration for others and can be domineering. How can we as parents overcome this problem, to make him a good citizen and a follower of the "Golden Rule"?

AS MUCH as most seven-year-olds delight in competition with their peers, are eager to be first, and tend to be somewhat aggressive in their relationships with others, your son seems to be a pretty normal chap. It probably is better for his emotional growth that he is a bit selfish and bossy at times. If he were too generous and without the aggressive impulses he needs to make adjustments with his fellows, we might suspect that he was dominated too much by his parents and too dependent upon their approval. I am inclined to think, therefore, that you have nothing particular about which to worry. Nevertheless, you are justified in raising the question as to how you can help him through this period so that he will become less selfish and domineering. The following factors are ones that you may want to take into consideration.

It is exceedingly difficult for parents of an only child not to give him the impression that they are expecting great things of him. To be sure, within limitations, such expectations can spur a child on to greater achievements, but they also can create in him a sense of anxiety lest he disappoint his parents. Through his unconscious desire to please them he may develop an abnormal desire to be first and to dominate any situation in which he finds himself.

An only child is likely to be protected more than other children from the more or less inevitable conflicts, arguments, and fights that children with brothers and sisters have. Furthermore, he is likely

to have more privileges in the way of toys, money, and clothes. Other children may sense these facts and accuse him of being a "mamma's boy" or "stuck up." To prove to his peers that he is neither of these, he may become aggressive and rough in his play.

3. You have been wise in trying to help him see the outcome of selfishness and a domineering attitude. Your words may be helpful, but after all, the real outcome is truly learned only in experiences with his peers. Furthermore, if you scold him too much for these attempts to become a person in his own right, you make it more difficult for him to develop confidence in himself. Continue encouraging the development of consideration of others, but guard against "nagging."

*Daniel M. Maynard*

## WILBUR



"... Speaking of a birthday present for Daddy ..."



## Youth at Worship in the Home

(Continued from page 27)

Once devotions become a daily practice, a person finds it quite natural to pray to God. It is true that, on occasion, one feels too deeply to express himself. Then one's prayer may consist of a meditation without words.

Teen-agers can worship in many other ways beside saying grace and having private devotions. Indeed, one reason that prayers tend to become meaningless is that they are not always supported with other ways of honoring God in the home.

At the center of spiritual life is work. Every person either glorifies or dishonors God through his work and behavior. Every teen-ager should take stock of what he has been doing at home. Does he take on chores without too much urging on the part of his parents? Helping clean up the house, washing the dishes, keeping personal clothes in order, mowing the lawn, washing and polishing the car—all are little jobs that mean a lot. If they are done in the interest of helping and honoring one's parents, they also honor God. Work then becomes a part of worship.

A good job, well done, contributes to one's attitude toward life. About the most unhappy person imaginable is one who never experiences the thrill of being delightfully tired after finishing a piece of work. A good football player makes a touchdown on Saturdays primarily because he was bucking the line during the week in hard scrimmages. Similarly, here is a fellow whose prayer life is orderly. Why? Because he worships God in his work, and in his attitudes and actions at home and everywhere else.

Play, too, can be worship. That is, it can if one puts himself into play honestly and joyfully, respecting those around him. Take television, for example. When the family decides together which programs will be watched, the chaos of everybody wanting to tune in a different channel at one time is checked. Here each individual has shown respect for all the others, and this is one way of showing respect to God.

Television viewing may be either passive or active. Families that watch a program and never discuss certain aspects of it when it is over are passive watchers. With a little planning beforehand, however, arrangements can be made for the family to turn off TV after seeing a program in order to raise questions about it. After the discussion the TV set can be turned on again.

Of course, families would find watching TV every night pretty dull after a while. Family recreation may include a variety of other activities: charades and other games, backyard picnics, and singing. Many families have great fun singing in the living room, with or without a piano. Families can sing almost anywhere, even while traveling in the family car.

With a little imagination and with a little more time spent with good books, today's teen-ager will find adventure in searching for new ways of worshipping the Creator. At any rate he should be encouraged to bring faith and life together. He should develop some helpful formal devotions, both alone and with the family. His attitudes at home, his relations with his parents and other members of the family, his participation in family activities should all show his devotion to God and the principle Christ enunciated when he said, "Love one another." To do the things Christ has commanded is the highest form of worship.

### *It's a fact:*

*The word "focus" literally means "hearthside."*

### *The Art*

#### *of Being Grateful*

(Continued from page 3)

It is not difficult to show gratitude for his blessings when we realize he is always near.

A man lost in the woods kept talking to God as he worked his way out. Stumbling over a fallen tree, he said, "Thank you, God, for helping me over that obstacle." Pushing through a thicket of briars, his comment was, "Thank you, again, God, for helping me through that dark spot to where I can see the clearing."

He thought of the benefactor as being close by, supporting every effort, interested in his trouble, and eager to help in overcoming it.

Believing in the stewardship of life, Christians know that God is concerned with all we do. His blessings to us are as varied as the gifts for which the Filipino girl gave specific thanks.

Gifts, whether material or spiritual,

are offerings of good will and love. Their merit appreciation. A simple "thank you," with a warm, sincere smile, assurance that the gesture of friendship is accepted in the same spirit which prompted it.

If one values friendship, he will learn early to show gratitude for every act of kindness.

### *Let's Have a*

#### *Bow-Wow Party*

(Continued from page 17)

men get down on all fours, and a rope is tied around their necks. The women are blindfolded and given the ends of the ropes. The dogs attempt to lead their blind mistresses to a distant goal around and over obstacles, such as chairs along the way. They can give no direction except barks. The first couple arriving at the destination wins. The prize can be a can of prepared dog food or raw liver.

You will think of many other games as you plan for this delightful doggone good evening at home. Refreshment might be hotdogs with all the trimmings: dog biscuits (cookies), and "puppy punch" (fruit juices and ginger ale). You might close the evening by singing some familiar, popular "doggy" songs: "Old Dog Tray," "How Much Is the Doggy in the Window?" and "Where Has My Little Dog Gone?"

After this party your guests will be sure that a dog's life isn't so bad. You'll have them howling for more.

## Beneficence

My heart cries out with gratitude

For beauty given in such plentitude:

Apple blossoms in a country lane;

The muted music of the wind's refrain

A white star hung in the tip of a pine

Hills stretched out in a long blue line

A moon-drenched garden, shadowed still;

The haunting notes of a whip-poor-will

The musky scent of rain-wet sod—

One heart cannot hold such bounty  
God.

—MARIE ELMORE BAXTER

HEARTHSTONE



# BOOKS

## for the Hearthside

### For Children

With aviation and airplanes commonplace today, there are many boys and girls who are interested in the history and the man behind this modern means of transportation. **The Wright Brothers, First to Fly**, by Madge Jones and Leslie Morrill (Abingdon Press, 128 pages, \$1.50), tells the story of the two men who pioneered in this field. Beginning with their flying kites, this story is one of the observation, study, and work which the brothers devoted to their hobby. It also shows the courage and persistence which was needed before they discovered the principles of flying and conquered the air.

An exciting story of children in another land is **Lapland Drum**, by Alice Alison Lide and Margaret Johnson Johansen (Abingdon Press, 128 pages, \$1.50). Brenda and her friends race on skis, ride on sledges, and help to drive their father's reindeer herd to new feed-grounds in Lapland, their adventures. A "watchman" adds mystery, and a leather map leads to an interesting discovery.

The customs and activities of daily life in Lapland are warmly portrayed, as are the accounts of treks over high mountains, swift rushing rivers, and through dense forests.

### For Adults

**Saving Your Marriage**, by Evelyn and Sylvanus Duvall, offers good counsel to all couples whose marriages are shaky. Every marriage needs saving at some time or other, either by the parties involved through their own wise handling, or by outsiders through their counseling and guidance.

**A Treasury of Hymns**, published by Simon and Schuster, \$6.00. One symbol of the American home which has often appeared in pictures or in print has shown the family gathered around an old organ or a piano enjoying a hymn sing. There is little doubt that there is as much family and fellowship singing in the home in 1955 as there was in 1855.

This problem is solved at the present time because of *A Treasury of Hymns*, recently published by Simon and Schuster, and now available for family and fellowship use. Almost every known hymn and fellowship song is found in this large book. There are five sections of the book, divided according to holidays, special ideals of religion such as missionary or communion, praise of Jesus, hymns for young children, and old gospel hymns. Most of the songs are accompanied with a brief paragraph or sketch of the history of that particular song or writer. The

## MY HEART GIVES THANKS

For the beauty of a sunset,  
For the glory of a dawn;  
For the twinkle of the dew drops  
That are glowing on my lawn. . .

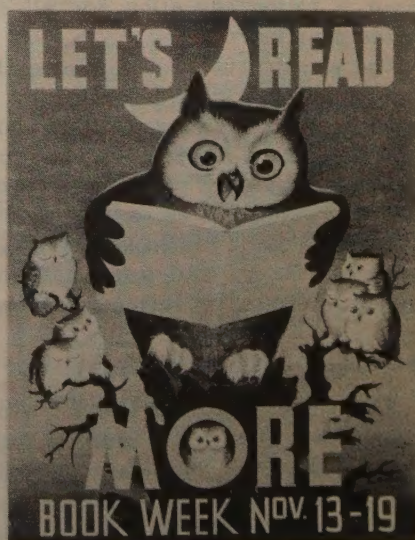
For the muted voice of color  
And the singing melody  
Of birds or quiet breezes  
In a friendly maple tree;

For harmonies and rhythms  
That delight the ear and eye  
In tides and clouds and seasons  
As the days go swinging by . . .

For all that helps to make this earth  
A pleasant place to be—  
Oh, Giver of all lovely gifts,  
My heart gives thanks to Thee.

—ROWENA CHENEY

book is filled with interesting illustrations, and its over-all size is eight and one-half inches by eleven and one-half inches, making it large enough and attractive enough to sit on the piano and stay open while a group of people gather around to sing the songs together. The book is particularly appealing because of the cross-index system, making a ready reference, and also because the art work makes it a book which adds decoration to the music room. The large type and notes make the material easily read and ideal for group singing.







# Over the Back Fence



## ● Agenda—Our Children!

On November 28 of this month will begin the White House Conference on Education in Washington, D. C. It is the national culmination of a series of smaller conferences which have been held all over the United States in the past few months.

President Eisenhower issued the summons for the holding of these conferences because of the crisis in the education of our children in this country. Out of these conferences it is hoped that some solutions will be found for the many serious problems which we face in the land because of the great increase in our school populations in recent years.

It is not probable that many *Hearthstone* readers will attend the Washington Conference. Some of you may possibly have attended one of the community conferences held since last February. All of you as parents have a stake in this important matter. It is just as true to say that even you who are not parents should also be concerned, for better schools mean a better education for all and ultimately a better America.

The conclusions of the White House Conference should be awaited and studied by all of us with a sincere purpose to do something about them. Watch your papers for information; ask your school officials about the Conference. Consult with your friends and church leaders as to what steps to take.

Write to Better Schools, 2 West 45th Street, New York 36, N. Y., and ask what you as a personal citizen interested in better schools can do.

## ● Cause for Thanksgiving

About the time *Hearthstone* will be coming into your home our nation will be celebrating United Nations Day, Oct. 24. Many churches will have used part of the worship hour on Sunday, Oct. 23, to offer special prayers for this world-wide organization.

Anyone who is familiar to any degree with *all* of the work of the United Nations will recognize that we indeed have cause to be thankful for it. As this was written, Ambassador-to-the-U.N. Lodge was pointing out that it was through the services of the secretary of the U.N. that some of the imprisoned flyers of the Korean conflict were released. This is only one illustration of many other contributions to the welfare of the world that has come about through the work of the United Nations.

President Eisenhower has issued a proclamation to encourage the observance of United Nations Day, this year's observance marking the tenth anniversary of its founding.

## ● Misguided Missiles Are Missing

Just received is the annual booklet put out by the Travelers' Insurance Companies which report on traffic accidents and fatalities for the preceding year. This year's booklet is entitled *Misguided Missiles*.

The first thing to note and be thankful for is the fact that these misguided missiles, namely our automobiles, have been missing their marks the past year. In other words there were 3,000 fewer traffic deaths and 180,000 fewer injuries in 1954 than in 1953. Apparently the trend for 1955, at least for the first six months, is still in that direction.

There is no reason to feel smug and complacent about this improvement, however. A total of 35,500 deaths and 1,960,000 injuries is still too many. Unending effort must be made to reduce this unnecessary slaughter to the irreducible minimum.

The facts still remain that human frailties, rather than mechanical failures, are to blame. The worst killer of all is still excessive speed, which caused more than one-third of the deaths and injuries.

Free copies of the booklet issued for 1955 by the Travelers are available from J. G. O'Brien, the Travelers' Insurance Companies, Hartford, Conn.



# He restoreth your soul...



Here's Susan Brown. She brought Mary Lou up alone—her daddy was killed in the war. Susan's a slight little thing, but a pillar of strength. And she's not at all ashamed to admit—she leans all right on the strength of God.



Janet and Bill were married right in this church—and they come back every week. "Just selfishness on our part," Bill says. "After all, our life together got off to a happy start here . . . and we want to keep it that way!"

## Worship together this week



And the Wolf family here—will you just look at those boys! They're feeling very grown-up and proud as punch, going to a Service with Mom and Dad.



We are well blessed. The doors of our churches and synagogues are wide open . . . waiting for us to enter. Set aside a time each week . . . a time apart from the "busyness" of living. You'll find more joy in each day, if you give some time each week to worship.

Pete Taylor sure has grown! Being in the Service has helped him grow up inside, too. As Pete puts it, "A guy's never so big, that he wants to go it alone."



Ever been a stranger in any town? Then you've known loneliness. And you know how comforting it is to come upon a church or synagogue . . . where the doors are always wide open to everyone.

Get Your

HEARTHSTONE

at Church





# Ever get a letter from SANTA?

*This Christmas  
he might say . . .*

Dear Folks,

Guess I'm like 'most everybody I know—always like a little help. Especially close to Christmas.

You know Mrs. Adams? Last year she sent *HEARTHSTONE*, the monthly family magazine, to everyone on her Christmas list. A fine gift like that makes people mighty happy all year 'round with its ideas for family fun, recreation and guidance . . . human interest articles with a Christian viewpoint . . . fiction for children, young people and adults . . . aids to family worship, party plans, recipes . . . and, oh—so many other features.

Sort of lightened my load too, so I didn't mind a bit delivering the gift cards for her. They looked so bright and cheery hanging on the tree bringing their message of a whole year's gift subscription to *HEARTHSTONE*. Now there's what I call a mighty thoughtful woman. What better way could you celebrate the birth of the Christ Child than by bringing your family and friends closer to him through the pages of *HEARTHSTONE*!

Now if you think I'm hinting for you to follow Mrs. Adams' example . . . well, you're absolutely right!

Merry Christmas,

*Santa*

**SPECIAL GIFT RATE**  
**\$2.50 a year**

**GIFT CARDS SENT**  
**ON REQUEST**

CHRISTIAN BOARD  
OF PUBLICATION  
Box 179, St. Louis 3

THE AMERICAN BAPTIST  
PUBLICATION SOCIETY  
1703 Chestnut St., Philadelphia 3